Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

Annual Status of Education Report (Rural) 2010

Provisional
January 14, 2011

ASER 2010 - Rural

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They reached the remotest villages of India

ANDHRA PRADESH

DIET Adilabad
DIET Ananthapur
DIET Chittor
DIET East Godavari
DIET Guntur
DIET Kadapa
DIET Karimnagar
DIET Khammam
DIET Krishna
DIET Kurnool
DIET Mahaboobnagar
DIET Medak
DIET Nalgonda
DIET Nellore
DIET Nizamabad
DIET Prakasham
DIET Rangareddy
DIET Srikakulam
DIET Vijayanagaram
DIET Vishakapatnam
DIET Warangal
DIET West Godavari

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SEACOW
Idu Culture and Literature Society
Ebo Farmers Club
Centre for Rural Community Children
Siang Valley Youth Network
Amik Matai Society
Tarhuk Samaj
Ayo Danyi Literary and Charitable Society
Athu Popo Social Foundation
Rajiv Gandhi University
GHSS - Tawang
Tirap Youth Club
Siang Valley Youth Network
Rupa Town Club
West Siang Youth Foundation

ASSAM

Cultural Society, Bhawanipur
North East Educational Forum
Society for Progressive Implementation and Development
Social Unity Keepers Association For All
Integrated Community Development Society
Dhubri District Development and Trust Society
Young Blue Club
Goalpara Cultural Society
All India Student's Federation
Social Unity Keepers Association For All
Jirsong Asong
Nabarun Shangha Community Centre
Wodichee
Daogafu Youth Club
SEUJ Prakriti
Assam Mahila Samata Society
Udayan
Dimasa Students Union & Zeme Students Union
Uttaran

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Gramin Lok Sewa
Sarv Shree Sewa Sadan
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Sadbhawna Vikash mandal
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Aadharam Trust
Institute of Human Rights Education
Vidyarambam
Rural Women Development Trust
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Jagriti Nehru yuva Mandal chirgavon
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Saptrang Vikas Sansthan
Ratnetsh Shukla Smarak Samiti
Paramlal Sewa Samiti
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Parivartan Samiti
Social Welfare Orgnization
Vikalp Sewa Samiti
Radha Krishan Sikashan Sewa Samiti
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Gramoday Sewa Sansthan
The Help Jan Kalyan Samati
Mayank Sewa Samiti
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We express our condolence for the unfortunate demise of Mr. Gyan Ranjan Muduli, a 25 year old ASER volunteer, who surveyed a village in Angul district of Orissa.

They made ASER 2010 happen

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Abhineet Singh
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Afshan Perveen
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Ajay Tilak
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Kumar Katyiani
Laiphrakpam Somoranjit Meitei
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P.S. Sangtam
Padam Bdr. Rai..
Parismita Singh
Philip Kamei
Piyali Chakraborty
Poiseng Chithan
Poonam
Poonam lalwani
Poornima Ramanujan
Prabhakar Kumar
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Rakesh Chauhan
Ranajit Bhattacharyya
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Renu Sharma
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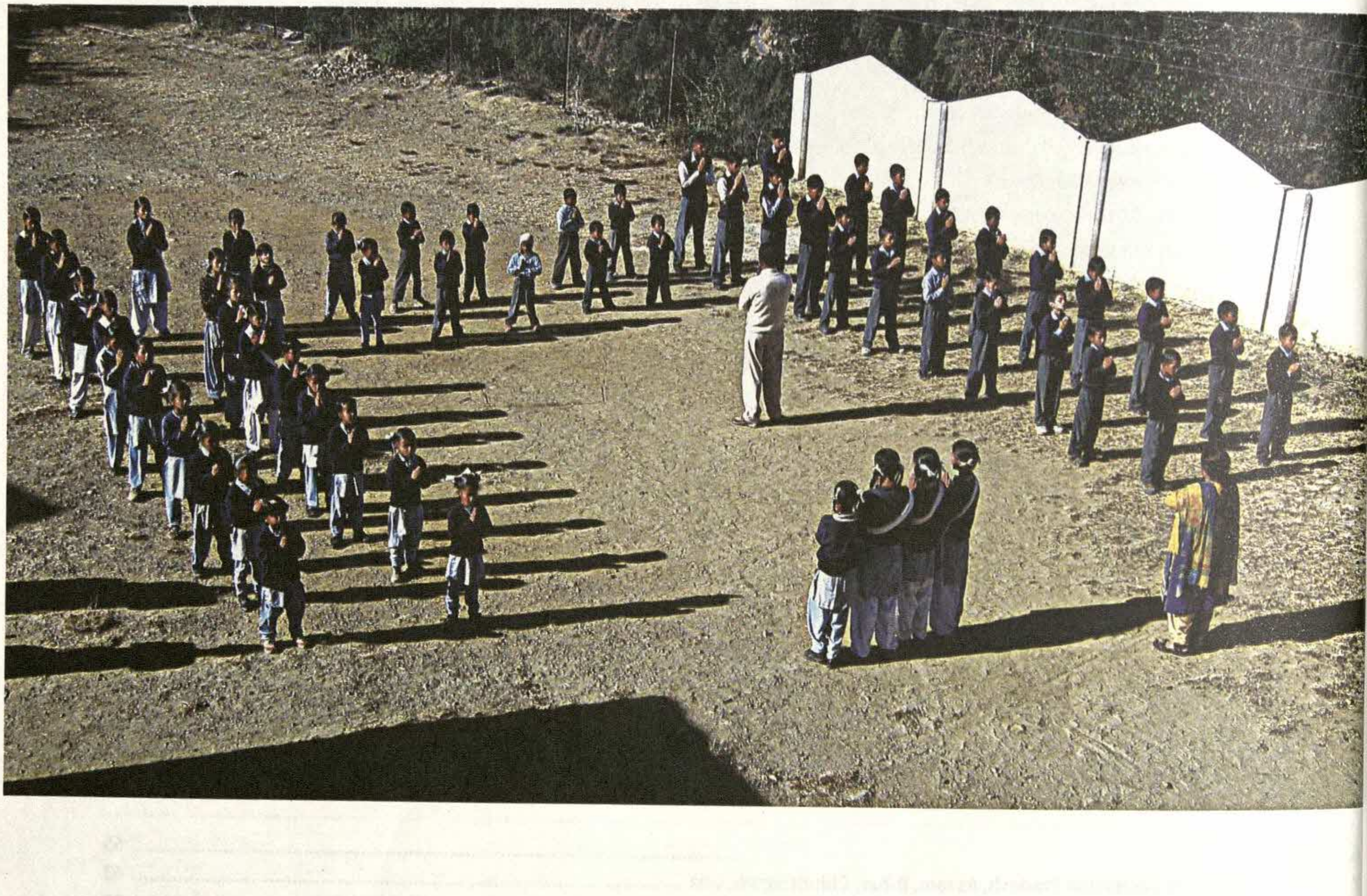
NOTES ON ASER 2010

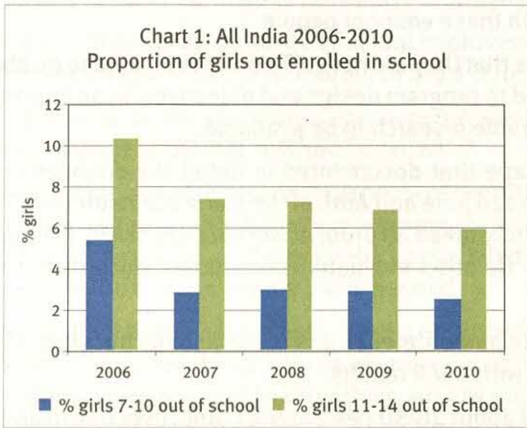


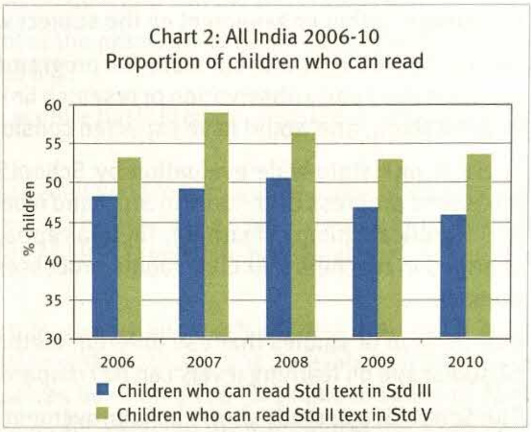
Goals and Focus

Dr. Madhav Chavan

In 2005, we started measuring the impact of the 2% cess the UPA-I government levied on Indian citizens in order to improve the status of elementary education with a promise of outcomes over outlays. Looking at India as a whole, the story of increasing enrollment continues although now we are in the last mile of the hardest to reach children in rural and urban areas. ASER has not been able to do a similar survey of urban areas but in general it is apparent that the smaller cities of India that are growing day by day remain neglected.

Is the child who enrolled in Std 1 in 2006, and who has reached Std 5 today, in a better position than his or her counterpart who was in Std 5 in 2006? Those in power, who pride themselves in having made huge allocations for education, those who decide policies based on which the education system runs, and those of us who attempt to improve education from outside the system must ask ourselves this question.





In 2010, the chances that a child is not enrolled in a school are much lower than in 2005 although for girls above 11 much more needs to be done in some parts of the country. However, the impact of five years of schooling on the child who entered Std 1 in 2005 is not much different from that on the child who entered Std 1 in 2001. If anything, the ability to read seems to have dropped a couple of notches over the five year span.

There are several problems that plague our education system. Depending upon their bent of mind, people see one aspect of the problem as more important than another. We feel that attainment of basic arithmetic and reading-writing- comprehension- expression competencies at an early age is a goal that needs to be urgently addressed on a mass scale in order to have a better base for improvement at higher levels. This is something that can be done parallel to all other efforts and need not wait for the whole world to change. Indeed, delays in this matter will be extremely harmful as the demographic advantage turns into a major threat to social and political stability.

Once upon a time we talked of excessive population growth in India and now we are told we have a demographic advantage over the rest of the world in our young population. But, our political leadership and our education establishment could be accused of feeling no sense of urgency in addressing some glaring issues of education and learning. As things stand, more than half of the children in Std 5 will be incapable of completing even elementary education except by blind promotion without regard to the actual learning levels they attain. This is exactly what the government has done. All children will be promoted up to Std 8 automatically.

In principle, not keeping back a child is a good idea so that the child is not humiliated, but simultaneously failing to ensure that she learns at least basic competencies early enough is guaranteeing her lifelong humiliation. Unless education policy focuses clearly on achievement of basic literacy and numeracy in our schools at an early stage, more inputs will not lead to improvements in learning, at least for the masses. Unfortunately, the Right to Education Act is not helpful in this matter. There is a need to institute a policy that clearly outlines the learning outcomes that must be achieved by the end of Std 2, Std 5, and Std 8 in order to give substance to the right to education. The problems faced by the poor in urban and rural areas in education need to be defined clearly and not clubbed with what the middle and upper classes face in their education. There is a clear need for targeted action while we talk of equity of access and quality for all.

The acknowledgement that the quality of learning is poor and must be improved has slowly gathered momentum over the last five years. ASER and Pratham can take some credit for creating this environment. However, one powerful thought endorsed by the education establishment is to make the process of learning joyful, starting at Std 1-2 and building up to higher levels. Changing classroom dynamics to make them more child-centric and tilting the power balance away from an all-powerful teacher standing in front of a passive class seems to be uppermost in the minds of administrators and educationists. The policy is to introduce and enhance constructivism in classrooms, certainly a laudable objective in a society that is mostly feudal in its human relations. Educationally, it is a very fundamental change from the past of teacher-led rote learning. The State intervenes on behalf of the child to suppress the feudal tendencies of the teacher and transforms her into a learning manager. How strong is the governmental

machinery, which is being relied upon, to bring about such a change in different parts of the country? Does such a cultural change alone guarantee better learning, the way it is implemented?

The most talked about model of this approach is the Activity Based Learning program of Tamil Nadu, which has been scaled up across the state for the last three academic years. It is said that the classroom has been transformed as a result of the intervention and there is no reason to broadly doubt this claim. This in itself is a huge achievement for the state. Having acknowledged this, the question we ask is, are more children learning basic competencies as a result of this intervention? Although it is not said anywhere on record, we understand that the leaders of this program believe that ASER and Pratham are somehow out to run the program down. We have no interest in doing so. In fact, several years ago, eminent educationists who also lead the ASER effort in Tamil Nadu evaluated a small number of ABL schools in Chennai that had used the methodology since well before it was scaled up across the state. While noting the positive effect of the child-centric process in the classroom, these educationists noted in a report submitted to the government that several measures are needed to ensure that all children learn their basics. The government evidently did not encourage further engagement on the subject with these eminent people.

One of the problems with our state-run programs is that they are not sufficiently evaluated to be able to learn from them. There is no constant third party observation or research linked to program design and objectives. In an important experiment in scale, such as in Tamil Nadu, one would have expected considerable research to be available.

There is one state-wide evaluation by SchoolScape that documented in detail the changes in the classroom in 2007-08 and measured progress of children in Std 2 and 4 between June and April of the same academic year.[1] Over one year they found a large and significant jump in learning. This was apparently taken as proof of the success of ABL in improving learning levels along with changes in teachers and classrooms processes. No other evaluations or studies since then are available at least in the public domain.

Comparison of studies that use different methods and different tools is not usually possible. But one important observation by Schoolscape on learning levels can be compared with ASER results.

The SchoolScape study shows an improvement of about 20-30 percentage points over one academic year among Std II and Std IV children. In other words they measured the learning levels before applying the ABL treatment and then again at the end of the academic year to note the change. But what they did not do is measure the improvement in similar classes without applying the ABL method. Would there be a jump in learning levels over one academic year if there was no ABL?

ASER measures learning levels of children in each class year after year at the same time of the year. When a study is repeated with same methods and tools, it is possible to say how precise the measurements are and whether changes are taking place over time. ASER has used the same survey and assessment method every year for the last six years, which means that we have measured both before and after ABL started. So, it is possible to see the learning levels of different cohorts every year and to see whether one cohort is doing better than another as it goes from one class to the next.

Chart 3 shows that there is always a substantial difference in proportion of children who can read at least words or more in Std 3 as compared to Std 2. This improvement occurs over one year as children complete Std 2 and go to Std 3. A glance at Chart 3 indicates that this increase in proportion of children being able to read at least words is about 25 percentage points. This difference is evident both in 2006 and 2007, before ABL went to scale, and in subsequent years. There is therefore reason to believe then that if Schoolscape had evaluated classes without the ABL intervention, they would have seen an improvement in learning similar to if not identical to those with ABL intervention.

Chart 3: Tamil Nadu govt schools 2006-10
Difference in proportion of children able to read at least words between Std 2 and Std 3

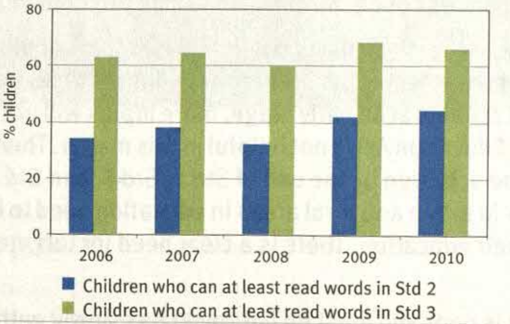
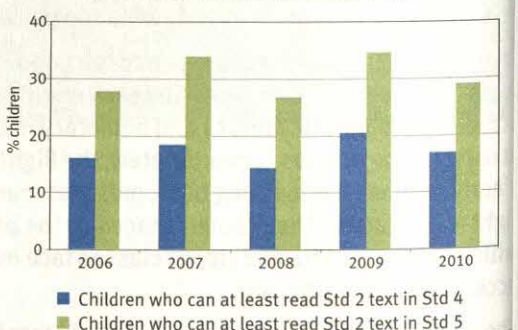


Chart 4: Tamil Nadu govt schools 2006-10
Difference in proportion of children able to read a Std 2 text between Std 4 and 5



This is not to say that ABL has made no difference at all to learning levels. As Chart 3 shows, over the years, the proportion of word readers in Std 2 has increased from 34% (in 2006, pre-ABL), to 44% (post ABL in 2010). This points to an increasingly productive Std 1 classroom process, resulting in more children being able to read words in Std 2. But, in contrast, the increase at Std 3 level over the same period is just about 3 percentage points. It seems that the gain in word reading ability is not built upon after Std 2. In fact, since 2006, the proportion of children who cannot even read words has stayed about constant at 38-40 percent in Std 3. As the

[1] http://www.educationforallinindia.com/evaluation-of-activity-based-learning-of-tamil-nadu.pdf

cohort moves higher with an expectation of reading at higher levels, more children lag behind because large numbers are apparently not able to make a transition to higher level reading.

Chart 4 for Std 4 and 5 shows the proportion of children able to read a Std 2 text. The text used to assess reading ability is comparable to one in the Std 2 language textbook of the state. We see that the proportion of children who have attained this competency by Std 4 has been recorded as fluctuating between 16 and 20 percent and the same for Std 5 has fluctuated between 27 and 35 percent.

These data lead to two simple conclusions. First, both before ABL and after, there is an 11-15 percentage point increase in the proportion of readers of Std 2 text as they go from Std 4 to 5. This is consistent with what Schoolscape has noted for 2007-08 although absolute numbers may differ because of difference in methodology and tools. Second, the proportion of non-readers of Std 2 text is not observed to have decreased consistently, year on year, either at Std 4 or at Std 5. There are about 65-70% children who cannot read a Std 2 language text as per the ASER methodology. There could be an argument over absolute numbers, but the annual repeated measurement clearly shows that there is no relative improvement in Std 4 and 5 in the post ABL years.

The situation in arithmetic is identical. There is no evidence of actual improvement of the productivity of the classroom process in improving achievement levels of children as a result of ABL either in Std 1-2, or Std 4-5.

Is it possible that the same socio-economic profile of children who were not able to acquire basic literacy –numeracy before ABL was introduced, are not able to take advantage of the ABL method? If so, why?

The Tamil Nadu government and the promoters of the laudable aspects of the ABL program need to take a careful look at why the ABL process is not leading to more children reading more fluently or learning their numeracy better. Some simple measures to improve reading ability and arithmetic ability can be added, as the evaluators associated with ASER in Tamil Nadu had suggested. It is not too late to take corrective measures. But to do this, an open mind is needed.

In contrast to the case of Tamil Nadu, Punjab has consistently shown improvement in reading and math abilities over 2008-2010. Punjab has been working on *Purrho Punjab* for the last three years in collaboration with Pratham. It is possible that we will be accused of running down other efforts while promoting something we have ourselves been involved in. Unlike the case of Tamil Nadu, the Punjab government leadership has not documented its efforts. It has not as yet attracted the attention of the more vocal bilateral and multilaterals who seem to want to promote good programs. It would be a folly not to note the progress Punjab has achieved over the last few years.

Although a prosperous state, few people outside the state are aware of the impact of the violent 80's and 90's on Punjab. The schooling system too was in disarray except to continue in inertial motion like many other states of the country. With the change in government in 2007, a remarkable officer known for his effectiveness in various departments was placed at the helm of SSA with complete backing from his superiors and a mandate to improve the system. In collaboration with Pratham he set up learning goals to be achieved under the *Purrho Punjab* program. The fact that better educated young teachers could be appointed helped but the key was the focus on learning through simple activities (although not labeled 'activity based') and grouping of children according to their ability levels. Another feature of the program was the new cluster-level leadership that was created from among teachers rather than relying on the academic support personnel and structures that had neither the history nor the potential for delivering results. This cluster leadership, motivated to achieve goals, went from school to school to help their peers. In addition, monitoring was improved by appointing community youth to visit schools regularly. After some initial hiccups and doubts, the persistence of the leadership paid dividends. The steady and consistent improvement in learning is evident and it was not achieved by rote learning but through focused activities in the class.

The chart for Std 2 and 3 shows that the proportion of children, in sequential cohorts, who can read at least words has improved year after year. The consistent increase in Std 2 indicates that Std 1 has become more and more effective every year. The fact that Std 3 numbers too are rising indicate that Std 2 builds on the gains of the previous year. Similarly, the chart for Std 4 and 5 indicate that the ability to read Std 2 texts has been growing as the children enter Std 4 and this gain is further built upon so that the levels for Std 5 also show a steady increase. As the proportions reach 70-90% the annual gain is bound to slow down but the important part is that the proportion of children who cannot read has decreased year after year so far.

Chart 5: Punjab govt schools 2008-2010 Proportion of children in Std 2 and 3 who can at least read words

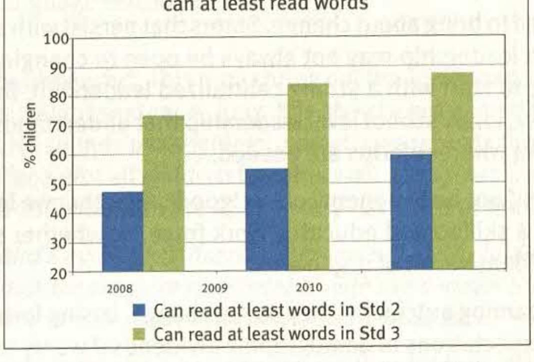
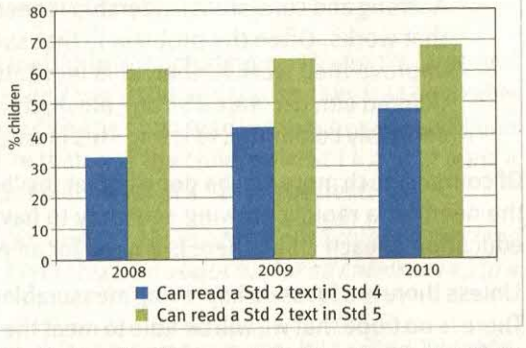


Chart 6: Punjab govt schools 2008-10 Proportion of children in Std 4 and 5 who can read a Std 2 text



Punjab also focused on arithmetic and ASER surveys have noted big changes.

Children who can solve subtraction with borrowing, a relatively complex operation, can also solve addition with carry over. They understand how to deal with place value of the number. Similarly, those who can solve a three digit by one digit division sum can normally solve a multiplication problem. For both, knowing place values is key. In Punjab, these two competencies are observed to have increased dramatically considering that the rest of the country has shown no change in arithmetic ability. The learning of these abilities requires substantial assistance from the teacher and also activities of counting, saying, reading, and writing of numbers in addition to understanding place values and formal writing of the sums. The *Purrho Punjab* program focused on all these and the result has been positive. It is clear that this is not the end of learning math and some mathematically inclined people will shake their heads about this not being real math. The important part is that substantial improvement in a feared subject has been achieved. This has to be built upon.

Chart 7: Punjab 2008-10 Proportion of children who can solve a subtraction sum in Std 3 and 4

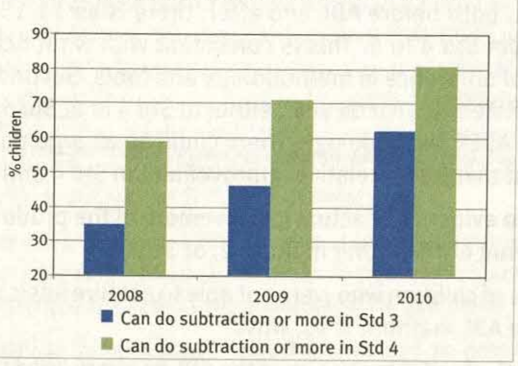
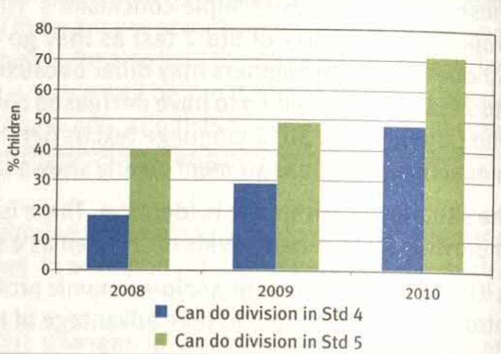


Chart 8: Punjab 2008-2010 Proportion of children who can solve a division sum in Std 4 and 5



Another feature of *Purrho Punjab* is that the strategy employed was not just to start at Std 1-2 but to implement it for all primary classes. Build the understanding of numbers, quantities, and place value in the early years, and focus on operations in the later years as the curriculum prescribes.

Punjab will do well to continue, strengthen, and improve further along this road of fixing learning goals to achieve. There is much more to learning than reading and much more to math than simple operations. It is hoped that the advantage of the last four years will not be lost.

Several other states have initiated programs to improve learning. Barring Himachal, Kerala, and Maharashtra no other state has yet reached high learning levels that are almost constant. Several states are making fresh attempts but these have not yet shown significant improvement. Some states seem to be losing their advantage and yet others just have not got their act together as years go by.

The lessons of the last five-six years are plain and simple. These are not new at all. There is ample evidence for those who want to see.

- Focus works. Tamil Nadu and Karnataka have achieved the transformation of classrooms at lower levels by focusing single-mindedly on that objective. Punjab has achieved improvement in learning through focused activities. There was evidence of similar achievement in Chhattisgarh that seems to be eroding fast, suggesting a lack of focus on measurable learning outcomes. Bihar focused single-mindedly on enrollment and achieved spectacular results, although children's poor attendance in schools, which was not a matter of focus, has not changed much.

- A strong and consistent leadership is needed to bring about change. States that persist with a focus do not change leadership that works. Often the problem is that such leadership may not always be open to changing or adopting new strategies to improve their work further. It is inevitable to start with a strong centralized leadership. But it is important, as many have pointed out, to create a strong block, cluster, local, school level leadership that understands the goals to be achieved and is seriously committed to them. This is an area where reforms are needed.

Of course, much more can be done but let the 'best' not be the enemy of the 'good'. Whether we look at it from the point of view of the need for a rapidly growing economy to have a skilled and educated work force, or whether see it as a matter of the right to education of each child, there is a need for an evident sense of urgency.

Unless there is a focus on improving measurable learning outcomes, they do not change. Losing focus can lead to rapid deterioration. There is no hope that we will be able to meet the expectations of demographic dividends if we try to do hocus pocus with education and as the Vice President of India remarked on *Shiksha Divas*, Nov 11, 2010, there is a danger that the right to education will remain no more than a right to school.

What is Std 4 ?

Rukmini Banerji

It is winter. The day starts cloudy and cold. But soon the sun breaks through the haze. I am in a government primary school in a village in Dadri block in western UP. Just outside the classroom window, there is a sea of mustard fields. As the sun gets stronger, the mustard flowers become more yellow and the stalks more green. The sun warms up the children as well. They begin to throw off the mufflers and caps that they have been wrapped up in for coming to school. Red cheeks and bright eyes, they are ready for the day.

There are about 30 boys and girls in the room. More girls than boys. They vary in size. "What class is this?" I ask. Many hands shoot up and lots of voices answer together. There are children here from several classes - some from Std 3, some from Std 4 and a few from Std 5. The younger children in Std 1 and 2 are in another room. There is no teacher in this class today. Apparently there is only one head teacher and two *shiksha mitras* (parateachers) in this school. With the census only two months away, both *shiksha mitras* have gone to attend census training. The head teacher goes between the two groups. The children tell me that there are more children in their classes but because it is cold, because teachers are not there, because there are things to do at home, children often stay away from school.

This not an unusual situation. Across rural India, it is very common for children of different classes to be sitting together. The national ASER 2010 report shows that Std 4 children were sitting with children from other classes in about 45% of the approximately 13,000 government schools visited. Further, the age range that I see in my class in Dadri is also common. The Right to Education Act refers to the age group 6 to14. If children are enrolled in Std 1 at age 6, they should be around age 10 by the time they reach Std 4. ASER 2010 indicates that in UP government schools, in Std 4, 60% children are 9 or 10 years old, 15% are younger and 15% are older. So, like my class, a typical Std 4 class in a rural government school in India also has wide age variations.

"Will you read for me?" I ask a boy who said he is in Std 4. He nods his head a little hesitantly and opens his school bag. Out comes his language textbook. I ask him to read from his favourite lesson. He rubs his nose, scratches his ear and seems to be really thinking hard about what he likes in the book. Finally he starts. It is a lesson about the bravery of the epic hero, Abhimanyu. The chapter runs to three pages. The boy tries to read, struggling and stumbling over hard words and long sentences: *"chakravuh, chakkardaar, yudh, aagraha, varnan, vidhi, vishesh"...* It is almost impossible for him to move past the first one or two sentences. The other children are listening. The class has become very quiet. They are not sure who will be asked next.

वीर अभिमन्यु

"आप इस तरह सोच में क्यों बैठे हैं महाराज ! युद्ध के क्या समाचार हैं ?" सोलह वर्ष के अभिमन्यु ने युधिष्ठिर के चरण छूकर पूछा।

"समाचार अच्छे नहीं हैं, बेटा ! लेकिन तुम क्यों चिन्ता करते हो? हम लोग तो हैं ही" युधिष्ठिर ने कहा।

"मुझे भी बताइए" अभिमन्यु ने आग्रह किया।

युधिष्ठिर बोले – "यह तो तुम जानते ही हो कि अभी तक हमारी जीत हो रही थी। कौरव सेना के बहुत से वीर मारे गये हैं परन्तु आज जब अर्जुन यहाँ नहीं हैं, तब कौरवों ने चक्रव्यूह की रचना की है और हमें ललकारा है।"

Lesson from Std IV UP Language textbook

मैं और मेरी बहन रीता छत पर खेल रहे थे। अचानक आसमान में बादल गरजने लगे। बिजली कड़कने लगी। बारिश की बड़ी- बड़ी बूदें पड़ने लगीं। मैं और रीता भागकर जल्दी से नीचे आ गए। तभी भैया गरम-गरम पकौड़े और समोसे ले आए। हम सबने नीचे बैठकर समोसे और पकौड़े खाये और बारिश का मज़ा लिया।

ASER 2010 Std II Level text

I change my mind. "Put your textbooks away". This time I bring out the ASER reading tool. This is much simpler. The font is large and the text for the "story" is only about eight sentences long. It is about a girl named Rita and her sister and the fun they had on a rainy day. "I can do this", says the boy. He sounds out spellings, sometimes repeats the words he has just read but reaches the end quite soon. A big smile appears on his face. Not all children fare this well. In my class, more than half the children in Std 4 and at least a third of the children in Std 5 have difficulty with the ASER "story" which is at the readability level of a Std 2 level text.

The ASER report for 2010 gives a bird's eye view of the reading levels of Std 4 children in rural UP. About a third of all children can read Std 2 level text fluently, another quarter or so are comfortable with the simpler Std 1 level text. So about half of all children in Std 4 cannot even read even the four very simple sentences of the Std 1 level text.

"Do you like playing games?" I ask. "Yes, yes, yes" shout back the children. "Okay, this is a number game. It is called "double-double. Let's start with any number, and then we must keep doubling it. You know what double means?" "Of course", say children.

A girl with a bright blue sweater says "when we have parathas at home, my brother eats double parathas than me". We begin the game with the number "2". We begin to double and double... 4, 8, 16... lots of voices vying with each other to be first. The numbers increase: 32, 64... now the voices are becoming fewer, softer and more tentative. The time taken between numbers is getting longer. By the time we reach 128, there is only one voice left - a tall boy sitting near the window. As a class of thirty children we are unable to go beyond 256.

तुम भी करो -

१. रोहित के पास ४८४९० रुपये हैं और राजू के पास २९३६० रुपये हैं। किसके पास अधिक रुपये हैं और कितने अधिक हैं ?

२. पाँच अंकों की सबसे बड़ी संख्या क्या है? उसमें से चार अंकों.की सबसे छोटी संख्या को घटाओ।

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पर्याप्त अभ्यास हो जाने के बाद उधार की क्रिया को मौखिक रूप से कराने का अभ्यास कराया जाय।

Lesson from Std IV UP Math textbook

घटाव	भाग
८३ – ३४	४) ६५३ (
५४ – ३५	८) ८५७ (

ASER 2010 Math tool

For the last six years, the ASER findings in math show that by the middle of the school year, only 41% of children in Std 4 in rural UP can do a two digit subtraction with borrowing. In UP, this is expected of children in Std 1. This means that after four years in school, two thirds of children are not even at the level prescribed by the Std 1 textbook.

Textbooks are important. They are everywhere; in every home and in every child's bag. For most children in India, the textbook is the only book they will ever have a firsthand encounter with. But like many other states, in UP too, textbook content becomes difficult quickly and the pace accelerates fast. In the first lesson in the Std 2 math textbook in UP, children have to deal with 3 digit operations. By Std 4, children are expected to do addition and subtraction with numbers in thousands, multiplication and division problems with three digits, fractions, decimals, and a lot more. Our textbooks are a reflection of how quickly curriculum and expectations accelerate impossibly out of reach of almost all children in government schools very early in their educational life.

Even if we did not go far with our double-double game, the children want to play it again. "Let's start with "3" this time" says a little boy with a thick mop of hair. By this time I have forgotten who is in Std 3, 4 or 5. It does not seem to matter. Children in my group range in size, age and ability but are very similar in terms of wanting to do more!!!

I look out of the window at the bright yellow mustard fields and start a new conversation. "What grows in the fields around here?" I ask. The children are very knowledgeable about this topic. "*Ghehu* (wheat), *ganna* (sugarcane), *tamatar* (tomato), *aloo* (potato)... They jump and down shouting out names of vegetables and of grains. One child goes further. "In our village we make *gud* (jaggery)". That starts off another train of conversation. "My grandmother makes *achar*. Can I tell you how it is made?" Talking about their own lives is fun. I suggest that they make a list of the things that grow nearby. In groups, children immediately begin to write. I suggest that they write on the floor. "That is a good idea", say the children. There is no furniture. Mats and schools bags are moved out of the way. Within minutes, the entire floor is a carpet of words. Words, names, names of crops, vegetables and fruits. Some children could not resist writing their names too. (I suppose that is fine too. The children too are growing in this neighbourhood).

I walk around the class, careful not to step on energetically written words. The spellings are interesting, some traditional and some creative. But almost no one has trouble writing words that they want to write and know. And in the rush to participate, children are not worried about writing incorrectly. Within each group, I notice children chatting with each other and rubbing out what a friend wrote and writing it again.[1]

"Now can you make sentences with the words that you have written?" My new instruction is enthusiastically absorbed, but the children's ability to execute it is much shakier. Composing sentences to write seems to be harder than just saying them. It takes us much longer to convert word lists into meaningful complete sentences. Once a good sentence is constructed, others want to copy it immediately. And not everyone can participate fully now. Still, as a big group we make progress. Our carpet of words in some sections of the floor has turned into a pattern of sentences.

[1] For a short video about how children write see http://www.youtube.com/watch?v=EpPJ1phyZpU

Clearly, there are many challenges for my group of children and for me. Similar challenges are faced by teachers in many schools and classes across the country. For instance, in real terms, I am not sure what is a Std 4 in India? (This could be said of any class - I am simply using Std 4 as an example). In the school register, children's names are written down based on the year in which they were enrolled in school. Each subsequent year, in the school registers, the children's names move linearly forward into the next page and into the next grade. Like we saw earlier, in many states, Std 4 children range from age 6 to 11. In many schools, there is no classroom exclusively for this class: more often than not, they sit with children from other classes. In most cases, there is no specific teacher responsible for teaching Std 4. Among the children enrolled in Std 4, there are children of all ability levels - ranging from Std 1 to Std 5. As in my class, the reading and math ability of most children is at least two or three grades behind where they need to be. In their school bags, children carry textbooks, usually of a level that is far higher than what they can cope with. But these textbooks are the only thing in our schools that allow us to clearly distinguish between children in Std 4 and everyone else.

The children are sad to see me go. I too am sad to leave them. Their energy and enthusiasm to learn is infectious. With enough sunshine and water, the mustard fields will continue to grow taller. Our children will grow too. But how can we help them to grow better?

As a country of planners, policy makers, pedagogy experts, practitioners and parents, we must take a serious look at our current reality and at the evidence around us. Where are we today? What is possible for tomorrow? Children may not know what is expected of them in textbooks but they do know a lot; and more importantly they want to learn. We must start with where they are and build from there to where we want them to be. Only then can we think realistically about how to organize learning in schools.

As I am walking down the road leading out of the village, the children are going to their houses too. A small group of boys and girls is just ahead of me. I can hear them still playing the double-double game as they turn off towards their homes.

RTE NORMS AND LEARNING OUTCOMES

Dr. Wilima Wadhwa

The Right of Children to Free and Compulsory Education Act (RTE) came into effect in 2010. It was a much awaited and much debated piece of legislation which not surprisingly has come under attack from various quarters. With enrollment levels already as high as 90% in most states, many feel that the government has done too little too late. Proponents of "low cost" private schools feel that it imposes an unnecessary burden, in terms of infrastructure norms, on these schools. Notwithstanding all the criticism, most would agree that guaranteeing free education to all children in the age group of 6 – 14 years is a"good thing".

This year ASER collected data on those RTE norms for which compliance can be easily observed, during the school visit.[1] The RTE specifies clear norms for enrollment, access, school infrastructure, teacher appointment, TLM and pupil teacher ratio (PTR). Most of these are easily observable, or data can be collected to check if they are being adhered to. However, where the RTE norms are fuzzy is in the area of children's learning achievement. Phrases like "building up child's knowledge, potentiality and talent" and "development of physical and mental abilities to the fullest extent" are used. In many ways, the RTE continues the tradition of focusing on inputs rather than outcomes.

Inputs are necessary and are easier to target and monitor. But if we believe that "education" entails more than just being enrolled in school, then at some level we have to have a set of outcomes that we expect the education process to lead to. The outcome is "learning", defined in some manner, and its necessary pre-requisite "attendance" of both teachers and children in school. Unless children and teachers attend school and instruction takes place, learning, however defined, will not take place no matter how many classrooms, toilets and playgrounds are built. Unfortunately, the RTE falls short in specifying expected outcomes of a child being enrolled in school.[2] In this note, we look at compliance of rural government schools on RTE infrastructure and PTR norms and try to establish how these indicators relate to learning outcomes in these schools.

ASER's 2010 school observation recorded data on school RTE infrastructure variables, apart from the usual data on school enrollment, teacher and children enrollment and attendance. 13021 rural government schools were visited in 522 districts. Of these 59% were primary schools and 41% were upper primary schools with primary classes.[3] This information was used to generate a composite RTE infrastructure indicator for each school based on the availability of the following 7 variables:

1. At least one classroom for every teacher
2. Office cum-store-cum-head teacher's room
3. Separate toilets for girls and boys that are usable[4]
4. Safe and adequate drinking water facility
5. A kitchen where mid-day-meal is cooked in the school
6. Playground
7. Arrangements for securing the school building by boundary wall or fencing

Thus, a school having all 7 facilities would have a composite score of 7 and one with none of these facilities a score of zero. The distribution of schools is given in Table 1. Only about 1.5% of the schools had a composite score of zero. On the other hand, only 3.7% had all seven facilities. About 50% schools had more than 4 facilities indicating a fair degree of compliance with RTE norms in the first year of the Act.

Table 1 also gives the distribution of the composite score by school enrollment. Since about 60% of the schools visited had an enrollment in excess of 120, we would expect the larger schools to reflect the overall distribution of facilities. However, while about 30% of the low compliance (score<=1) schools were small schools (enrollment<=60), only 10% of the high compliance schools (score>=6) were small schools. Thus, compliance increases with size, which is to be expected since bigger schools are likely to have more facilities.

[1]Every alternate year, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded either based on observations (such as attendance or usability of the facilities) or with information provided by the school (such as grants information). School observations have been conducted in 2005, 2007 and 2009. In 2010 a school visit was in included in ASER since this is the first year of the RTE and estimates of compliance can be generated as a baseline to monitor future progress of RTE implementation.
[2]The RTE does specify that teachers "maintain regularity and punctuality in attending school" but "regularity" and "punctuality" are not clearly defined.
[3]This analysis is based on data from the 15 major states that form 91% of the total sample.
[4]The RTE specifies provision rather than usability of toilets.

Table 1: Distribution of the School Infrastructure Composite Index

Infrastructure Score	% Schools	School Enrollment				
		<=60	61-90	91-120	>120	Total
0	1.45	28.04	16.82	9.35	45.79	100
1	3.61	29.40	11.81	14.96	43.83	100
2	8.26	23.09	14.51	14.94	47.46	100
3	17.3	18.59	12.25	11.45	57.71	100
4	25.46	16.59	11.82	12.18	59.41	100
5	25.75	13.16	11.03	11.89	63.92	100
6	14.43	11.79	10.58	11.21	66.42	100
7	3.72	10.84	14.6	12.39	62.17	100
Total	**100.00**	**16.15**	**11.87**	**12.13**	**59.84**	**100**

The RTE also gives very specific norms regarding PTR. For schools with less than 200 enrolled students these translate to a PTR of 30 or less and for schools with greater than 200 enrollment a PTR of 40 or less. About 40% schools had PTRs which were according to the norms. However, in schools that did not comply with the norm, the average PTR was almost 3 times that in the compliant schools – 66 compared to 24, resulting in an average PTR of 49. So, compared to infrastructure, schools have a much longer way to go to meet the RTE norms of PTR. This is also evidenced by the fact that only about 30% of the larger schools meet the RTE prescribed PTR compared to 70% of the smaller schools. Recall that these larger schools form the bulk of the school population.

What about learning levels in schools that perform better or worse on these RTE norms? We can study the relationship between school characteristics and learning levels because in the year government schools are visited, ASER also records whether the tested child is enrolled in the visited government school.[5] We concentrate on learning levels in Stds 1, 3 and 5 in primary schools. The learning outcomes we study are:

- Std. 1 – ability to read words or more;
- Std. 3 – ability to read a Std. 1 level text or more; and
- Std. 5 – ability to read a Std. 2 level text or more.

The relationship of PTR to learning levels is not a mystery – one would expect a negative relationship. Indeed, that is exactly what the ASER numbers indicate. All three learning outcomes are significantly higher in schools with PTRs in accordance with RTE norms. For instance, in Std. 3, 46% children could read at least a Std. 1 level text in PTR compliant schools as compared to 39% in non-compliant schools.[6]

Table 2 shows learning levels in schools at different levels of RTE infrastructure compliance. Learning levels in Std. 1 are about the same, with about 20% of the children being able to read words or more, till one reaches schools which have all 7 facilities. Here learning levels are significantly higher.[7] However, in Stds 3 and 5 the relationship gets reversed with learning levels falling with greater compliance. In Std. 3 for instance while 45% of the children in schools with no facilities can read a Std. 1 level text, only 43% can do so in schools with all 7 facilities. Except for schools with 2 facilities, none of these differences are statistically significant though. So at best, learning does not seem to be correlated with the number of infrastructure facilities a school has, and is negatively correlated with the PTR.

[5]Since 2005, every year the ASER report presents estimates of enrollment and basic reading and arithmetic learning outcomes for every district in rural India. Every year the core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions is added for exploring different dimensions of schooling and learning in the elementary stage. ASER 2010 brings together elements from various previous ASERs. From 2009, questions on paid tuition, parents' education, household and village characteristics are retained. In addition, this year ASER tests mothers on their numeracy skills. For the first time, ASER 2010 introduces questions on critical thinking for children in Std. 5 and above. These questions are based on simple mathematical operations that appear in Std. V textbooks.
[6]In all 3 classes the difference is statistically significant.
[7]The highlighted cells indicate a statistically significant difference from the base category of zero facility schools.

Table 2: School Infrastructure and Learning Outcomes

Infrastructure Score	% of children at the selected learning level for:		
	Std 1	Std 3	Std 5
0	20.59	45.24	50.53
1	19.94	40.13	50.92
2	17.48	38.27	42.75
3	17.76	39.5	49.28
4	18.9	41.7	51.03
5	18.48	42.41	49.4
6	20.82	43.72	52.78
7	26.64	43.34	56.25

Even this correlation disappears once we control for other factors. Learning, after all depends on many other things apart from PTR. Among school characteristics it will primarily depend on quality of teaching and classroom environment. Unfortunately, ASER does not have variables to control for teacher quality. In the absence of teacher quality controls, we control for teacher attendance, children's attendance, school size, and whether the school had a library which was being used, apart from PTR and availability of facilities.[8] We also control for the child's characteristics like age, gender, whether the child gets supplementary help in the form of paid tuition and household characteristics like parents' education, proxies for household affluence like type of house, assets like television, mobile phone, etc. Finally, we control for the presence of reading material in the home to capture whether the child's home environment is conducive to learning.

In a linear probability model, the learning outcome in all 3 classes is not correlated with any of the school infrastructure variables and neither is it correlated with the school PTR.[9] Among school characteristics what seems to matter is child and teacher attendance and our only control for TLM – presence of a useable library. Parents' education and tuition are highly significant as are some of the proxies for affluence. More importantly, even a crude indicator for home learning environment like presence of reading material significantly affects learning levels.

This is not to say that well-functioning schools with good facilities are not a desirable outcome. They will certainly encourage attendance which will result in better learning outcomes.[10] The point is to make sure that policy makers don't get mired in chasing targets of school infrastructure and forget about the real meaning of the word "education". To reap the demographic dividend we need a well-trained and productive labor force which will be possible only if we hunker down today and improve the quality of education in our schools.

[8]One of the RTE norms for TLM prescribes that "there shall be a library in each school providing newspaper, magazines and books on all subjects, including story books".
[9]Except in the case of Std. 1 schools with all 7 facilities, which have significantly higher learning levels. Similarly in the case of Std. 5, PTR is negatively and significantly correlated with learning levels.
[10]ASER data indicates that better infrastructure is positively correlated with attendance.

PAISA 2010: UNPACKING INDIA'S EDUCATION BUDGET

Yamini Aiyar, Avani Kapur, Anit Mukherjee[1]

India's education budget has more than doubled in the last five years, increasing from Rs. 152,847 crores in FY 2004-05 to Rs. 372,813 crores in FY 2009-10. An estimated 45 percent of education expenditures are now dedicated to elementary education (figures for FY 2008-09). However, close scrutiny of India's education system reveals a sobering truth – that this large investment has been spent poorly. And as the ASER report reminds us year after year, increased investments have failed to improve education outcomes. Despite significant financial investments, India's education system is in fact, as characterized rather aptly by economist Lant Pritchett, in a 'Big Stuck'.

What explains this 'Stuck', and how do we reverse this trend? To answer this question we need to understand the processes through which increased investments translate into action. Critical to this are the links between plans, allocations and expenditures: how are resources allocated to states? What are the links between allocations and plans? How do funds flow through the system to arrive at their final destination? What are the links between school needs and increased expenditures?

To answer these questions, for the last two years, ASER has been implementing PAISA, an effort to track school level funds, in partnership with Accountability Initiative and the National Institute for Public Finance and Policy. This year, PAISA undertook a macro level analysis of school finances and linked it, through the ASER-PAISA survey, to fund flows and decision making at the elementary school level. Preliminary analysis suggests that the links between allocations, plans and expenditures are seriously damaged. This is evidenced in three ways: 1) States that have seen the highest increases in investments in recent years are also the poorest spenders. 2) Funds flows are extremely slow, breaking the link between planning and expenditures. And 3) there is no clear correlation between school needs and increased expenditure, indicating that the links between school needs, plans, allocation and expenditures are weak. Below are some of the highlights of this analysis.

Allocation Trends: The Government of India's (GOI) primary vehicle for delivering elementary education is the Sarva Shiksha Abhiyan (SSA, a centrally sponsored scheme that has been in operation since 2001). Reflecting the overall trend of increased investment, the SSA budget too has increased significantly in the last few years from Rs. 7,156 crores in 2005-06 to Rs. 15,000 crores in 2010-11. This overall increase has been distributed unevenly across the country with a greater share of resources going to the educationally lagging states, indicating a clear link between resource allocations and perceived needs. GOI's SSA share for Bihar has nearly doubled in the last four years from Rs. 2,414 crore in FY 2006-07 to Rs. 4,295 crores in 2009-10. Rajasthan's budget increased from Rs. 1,253 crores to Rs. 2,241 crores and West Bengal's from Rs. 1,465 crores to Rs. 2,194 crores.

An important aside: Despite significant increases in GOI investments in education, state governments contribute the major share of India's education budget. In FY 2009-10, state government budgets amounted to 74 percent of the total education budget for India. State government investment too has seen a dramatic increase in recent years. In Uttar Pradesh, Bihar, Rajasthan and Andhra Pradesh, state governments nearly doubled their share of the elementary education budget between 2006-07 and 2009-10, while Jharkhand has seen a three-fold increase in the same period. Interestingly, Uttar Pradesh saw the largest overall increase in its elementary education state budget, from Rs. 6,439 crores in 2006-07 to Rs. 11,185 crores in 2009-10. This increase was far greater than GOI's increased share for SSA.

Allocation trends and expenditure efficiency: Countrywide, SSA expenditures have been fairly low – data from 2006-07 to 2008-09 shows that on average 30 percent funds remain unspent every year. This persistent gap in an overall environment of increased investments indicates that that links between planning, expenditure capacity and allocations are weak.

The problem is exacerbated at the state level. State level analysis highlights that there is no clear correlation between increased investments and actual expenditures on the ground, suggesting that the links between planning, allocations and absorption capacity are somewhat weak.

Bihar, which has received the largest increase in GOI SSA allocations, is also the poorest spender. In FY 2009-10, Bihar spent 51 percent of its allocated funds. Interestingly, these figures show a slight deterioration when compared with FY 2008-09 when Bihar spent 62 percent of its total allocations. West Bengal although significantly better than Bihar, spent 74 percent of its SSA allocations for FY 2009-10. West Bengal has shown some minor improvements over the last two years with a jump from 66 percent expenditures in FY 2008-09 to 74 percent for FY 2009-10. Rajasthan is the exception having spent 89 percent of its SSA allocations for the same period. Interestingly, despite rising investments, Rajasthan witnessed a small dip in its expenditure performance from last year when it reported an expenditure of 91 percent.

Links between plans and expenditure: For expenditures to be efficient and effective, they must be incurred in a manner that meets needs and priorities. This would imply that funds must arrive at their destinations on time to ensure that specific, time- bound needs

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are met. Macro analysis of education expenditures suggests that this is not the case and in fact expenditures tend to be highest towards the end of the financial year.

Why does this occur? The PAISA survey in ASER suggests that the delayed expenditures are a consequence of delays in fund flows. And in fact the problem is acute at the school level.

The 2010 ASER report analyzes grant receipts for primary schools across two financial years – 2008-09 and 2009-10. Since the survey is conducted in October-November and the financial year runs from April 1 to March 31 of the following year, schools were asked to provide information for one full financial year (the year preceding the survey) and one half of the financial year (the year during which the survey was being undertaken). Comparison of this half year and full year data enables analysis of timeliness of funds. Overall, the results indicate that fund flows are extremely slow and money usually reaches schools at the end of the financial year. So, if a school needs funds to repair its blackboard at the start of the school year but maintenance money only arrives in December, the specific requirements of the school remain unfulfilled. Late arrival of funds also results in schools rushing to incur expenditures to meet reporting deadlines without giving adequate consideration to specific needs and plans. Consequently, funds get spent poorly and the link to plans is broken.

PAISA data suggests that inefficiencies do not affect allocation decisions. A detailed analysis of states with increased SSA investments tells an interesting story. The good news first: states which have seen significant increases in education investment have also seen some improvements in fund flows. Notably, Bihar and Jharkhand have seen some improvement both in the timing of fund flows and in overall receipt of grants between 2008-09 and 2010-11. On the other hand, West Bengal and Rajasthan have shown improvements in overall receipt of grants between 2008-09 and 2009-10 but remain poor performers when it comes to ensuring timeliness of fund flows. Other States such as Uttar Pradesh, whose overall education budget has increased significantly, perform poorly when it comes to timeliness of fund flows. And finally states like Chhattisgarh and Uttarakhand seem to have performed far worse than the previous year when it comes to timeliness of fund flows.

Links between increased investments and school needs: To the extent that more money is being pumped into poorer states with a historically poor record in education, the links between increased investments and school needs seem strong. But closer scrutiny reveals that at the school level this is not necessarily the case. ASER 2010 collected data on school infrastructure including toilet facilities and drinking water. When correlated with expenditures it seems that states with increased investment continue to have serious infrastructure deficits. In Bihar a mere 37 percent schools had usable toilet facilities, West Bengal did somewhat better with 56 percent schools that had usable toilets and Rajasthan topped the list at 70 percent. Bihar does better on drinking water facilities with 79 percent schools reporting availability of usable drinking water facilities. Rajasthan and West Bengal reported 68 and 67 percent schools with usable drinking water facilities. This could mean one of several things: that the money available is simply not enough; that increased investments are not being directed at physical infrastructure; or that infrastructure is being improved, but insufficient attention is paid to its usability.

If physical infrastructure is not a priority then are human resources the priority? Given that almost 80 percent of India's education budget is tied to teacher wages, one could safely assume that a significant portion of the increased investment is going towards hiring teachers. ASER 2010 has collected data on pupil teacher ratios. When correlated with expenditure data we find interesting trends regarding state expenditure priorities. Uttar Pradesh, which has seen a large increase in financial investments (and some improvements in infrastructure) also has a very high pupil teacher ratio with 79 percent schools reporting a PTR that is higher than the RTE norm of 1 teacher to 30 students. Interestingly, Uttar Pradesh has also had a drop in enrollment numbers from 22,508,818 to 21,487,653 over the last two years. But Uttar Pradesh performs better than Bihar on infrastructure facilities – 49 percent schools have usable toilets compared with Bihar's 37, and 82 percent schools have drinking water facilities compared with Rajasthan's 68 and West Bengal's 67 percent. Perhaps then, one can infer that Uttar Pradesh has prioritized infrastructure over human resources even though human resources are a critical gap.

Bihar on the other hand does relatively better on this count with only 30 percent schools reporting having a higher PTR than prescribed under the norms. This suggests that Bihar has been using its increased investments to hire teachers, a fact verified by recent data which shows that Bihar has hired 2.5 lakh teachers since 2007.

So what have we learnt? Clearly the links between planning, allocations, schools needs and expenditures are weak resulting in the Big Stuck. With India's schooling system now entering a new phase of implementation under the Right to Education Act (RTE) the current financial architecture needs a serious rethink. Strengthening the annual planning process could be the first step. In January every year every district is supposed to make an annual plan based on school development plans made with parental participation. Concentrating on strengthening this process could not only strengthen links between school needs, plans and allocations but also ensure greater citizen involvement. It is only when citizens get involved and demand accountability for increased investments that outlays will translate to outcomes.

Time to raise some red flags?

Amit Kaushik

The real message emanating from ASER 2010 is one that needs to be taken with a great deal of seriousness—notwithstanding The Right of Children to Free and Compulsory Education Act, 2009, and the millions of rupees spent on elementary education through *Sarva Shiksha Abhiyan* (SSA) in the last ten years, the changes that can be discerned in the system as a whole are minor and often imperceptible. The concept of the "big stuck" propounded by economist Lant Pritchett appears to be affecting the system in its entirety, and not just in the case of learning levels. The only real silver lining lies in the form of a steadily rising rate of enrollment, with nearly 96.5 percent children between the ages of six and fourteen years enrolled in some form of school. Clearly, at least parents seem to have acknowledged the need to ensure that children join school, even if the system appears to be failing them.

Learning levels continue to remain stagnant, with nearly half the children in Grade 5 unable to read a simple text; even worse, this figure seems to have declined from 58 percent reported by ASER 2007 to 53 percent in the case of ASER 2010. Only 36 percent children in Grade 5 are able to complete a simple division sum, and here too, the percentage has declined from the 42 percent measured in ASER 2007. While some of these variations can no doubt be explained away by external factors, sampling error, differences in the timeline, etc., the fact that learning levels do not seem to be improving significantly should be a cause for concern.

This drop in learning levels is not confined to government schools and may be observed equally across government and private schools. While in government schools the percentage of children in Grade 5 who could read a Grade 2 text fell from 57 percent in 2007 to 50 percent in 2010, the corresponding percentage in private schools fell from 69 percent in 2007 to 64 percent in 2010. As a country, our children do not appear to be learning any better than they were four years ago.

Children's attendance in the classroom also appears to mirror the general condition of the education system in each state. In those states where the system is relatively better off, attendance appears to be improving; on the other hand, in states where the system is less efficient, attendance seems to be dropping by the year. For instance, in Uttar Pradesh, the percentage of schools with more than 75 percent children attending has dropped steadily from 31 percent in 2007, to 20 percent in 2009 and 17 percent in 2010. Similarly, in Bihar the same figures have dropped from 21 percent to 16 percent, to 13 percent respectively. While in UP, the percentage of children in Grade 5 who could read a Grade 2 text has remained stagnant during this period at around 44 percent, in Bihar it has dropped from nearly 68 percent in 2007 to 58 percent in 2010. Similar patterns can be observed in other states.

Despite the stringent requirements of The Right of Children to Free and Compulsory Education Act, 2009, the provisioning of infrastructure seems actually to be slowing down, with the percentage of usable toilets and drinking water facilities in most states declining, except in Chhattisgarh. One possible reason may be that a number of schools have been opened rapidly to meet the obligations of the Act, yet the fact that they are without the requisite facilities is in itself a sad commentary on our education system.

Increasingly, notwithstanding a small dip in 2009, more children appear to be opting for the private school system, with 24 percent children in the 6-14 age group in rural areas enrolled in private school; percentages for both boys and girls have increased over the last few years, particularly in some states, so that on an all-India basis, 26 percent boys and 22 percent girls are enrolled in private school, as opposed to 21 percent and 18 percent respectively in 2007. In states such as Punjab, Haryana, Manipur, Meghalaya, and Kerala, the distribution of enrollment between government and private schools is almost even. Even UP has now reached a point where 43 percent boys and 35 percent girls are enrolled in private schools.

Additionally, it may be observed that 27 percent children in Grade 5 and 31 percent children in Grade 8 of government schools opt for paid additional tuition, as compared to 24 percent and 22 percent respectively in private schools. These percentages for government schools have increased since 2007, indicating that more children are turning towards supplementary help.

Given that a similar pattern is clearly visible in urban areas (although not measured by ASER), this has implications for policy makers who continue to believe that the private sector has no role in school education. The truth is that a significant number of children attend the so-called unrecognised private schools, which will become illegal and unable to operate under the provisions of The Right of Children to Free and Compulsory Education Act, 2009, forcing parents to find other alternatives for their children and potentially depriving several people of their livelihoods. Unless the State is able to provide a viable and functioning alternative to such schools, children who attend these private schools will be at risk of having their education disrupted.

The data emerging from ASER 2010 shows plainly that we are not making the kind of progress that should legitimately have been expected given the high priority accorded to education by the government. It is time to raise several questions, not the least of which should be around our strategy of ensuring a clear emphasis on learning outcomes. The Right of Children to Free and Compulsory Education Act, 2009, provides that all children will automatically progress from Grade 1 through 8 without detention for any cause; in light of the fact that the existing system is unable to guarantee learning by children, this provision is likely to exacerbate the situation. We need to urgently focus on ensuring adequate infrastructure, teachers, accountability and learning, if the next generation is not to be lost.

When the Constitution was being discussed in the late 1940s, the debate in the Constituent Assembly focused, among other things, on the link between democracy and education. One group of leaders was of the view that the protection of our fledgling democracy could only be ensured if the right to vote was restricted to educated adults. The other, which was unwilling to create further categories and divisions within newly independent India, was in favour of universal adult suffrage, but agreed that the population should be educated as early as possible. It was for this reason that elementary education was included in the Directive Principles of State Policy under Article 45, exhorting the State to ensure the education of all children below the age of 14 years within a time frame of ten years from commencement of the Constitution.

Any debate about education in India must keep this fundamental relationship with our democracy in view; this is not just about ensuring that we reap a "demographic dividend", or equip young people with livelihood skills, or even enable national economic growth. The need to educate our children is intricately linked to the kind of society and country in which we wish to live, and to the greater idea of India. As of now, that idea might seem to be at risk unless corrective action is taken urgently.

Challenges of ASER in the North East

Ranajit Bhattacharyya and Ashok Mutum

In 2005 when we arrived in Guwahati, we knew the exercise to conduct ASER in all the seven states of North East India was going to be a challenging one! We anticipated some of the problems: working around the difficult topography, making contacts and negotiating the different political situations of the region.

We landed in Guwahati with a mixture of people from the North East and other parts of the country. Ashok, originally from Manipur, was then based in Pratham in Gujarat and reluctant to travel, but relented when he was promised that this would be a one-time assignment. Parismita, an English Literature student who was working in Pratham Delhi, spoke Assamese and so had no choice but to lead the team. Shruti, with the Pratham UP programme, spoke Bangla and proved to be very helpful in parts of Assam and Tripura; and Shobhini, who did not speak any of the local languages but made up for it by sheer tenacity. What unfolded over the next few months and the subsequent years that we have been in the North East has been exhilarating, energizing and exasperating, not necessarily in the same measure.

In 2005, we were just a few people and had 75 districts to know and to reach. We found ourselves a place as base camp and began our operations out of suitcases. The first few days went in understanding the best way to travel to the six other states that we were to cover, understanding how system functioned, working around the incessant 'bandhs' and road blocks. We began to figure out how to print materials, make transport arrangements and where to start contacting organizations and institutions.

From Guwahati, we broke up into smaller groups and went in different directions. The immediate concern was to find local partners in each district of every state, who like us would believe in citizen participation in understanding outcomes and would be willing to volunteer time to visit twenty villages in their own district. We met local colleges and universities, local NGOs, clubs, church groups, etc. We noticed that the students' unions were particularly strong in Nagaland, Manipur and Mizoram and could also be of use. According to the 2001 Census, Arunachal has 13 districts, some of which have neither NGOs nor colleges; so eventually in these remote border districts we partnered with NSS[1] students from high schools. Our biggest learning was that there were energetic and enthusiastic youngsters everywhere, who not only guided us in finding suitable partners but have actively contributed to our efforts in the North East thus far.

In 2005, the first year of ASER, we made repeated trips to all the North Eastern states barring Mizoram and were unable to find enough partners to survey all the districts. So we ended up surveying only 19 districts out of the total of 71. For example at least half a dozen visits had to be made to Itanagar alone to find suitable partners. These frequent trips, though unproductive in the early years, enabled us to build relationships and establish contacts with groups who were to help us with the survey in the following years. One such case happened by chance while photocopying in a busy market of Itanagar! The shop owner was more interested in understanding the content of the documents than in photocopying them. One thing led to another and the shop owner told us that he knew a local NGO working in education. That's how we got the district partner for Papumpare[2] in 2005.

Some districts were quite remote. For example, two entire days went in travelling to the town of Koloriang (according to the 2001 Census Koloriang is in Lower Subansiri district, otherwise it's in the newly formed district of Kurung Kumey of Arunachal Pradesh), a very picturesque location. But the steep and winding roads took a heavy toll on us; we had frequent stops to run behind the bus or the Sumo and into the bushes by the side of the road to deal with travel sickness.

We also found that travelling in remote areas comes with its own share of difficulties. In 2005, when we wanted to do ASER in Dhalai, a remote, insurgency prone and tribal district in Tripura, the district partner (a journalist) withdrew support after looking at the list of the sampled villages, as he thought that it would be impossible to go and survey in some of them! But we found an enthusiastic group of young dancers to help us. One of the sampled villages was said to be 'unsafe', the locals strongly advised us not to go there. But we didn't want to skip this village so we approached the police for help. We divided ourselves into 4 groups and headed to the village. When we reached it, we realized that none of us knew the local language. The police eventually left their weapons in the jeep and became enthusiastic ASER volunteers!

The lack of travel infrastructure is an impediment in reaching many villages, particularly in Arunachal Pradesh, Manipur, Mizoram and Nagaland; it took us two to three days of walking to reach many of the sampled villages. If the selected village is in the interior then the only option is to walk: no matter how rich you are, no matter how many vehicles you have, you are as poor as anyone else on the road. In Manipur a common problem faced every year is that some of the sampled villages are easier to reach by crossing the

[1] The National Service Scheme (NSS), run out of the Ministry of Youth Affairs and Sports, extends to all states and universities in India and covers +2 level also in many states. The cardinal principle of the programme is that "it is organised by the students themselves and both students and teachers through their combined participation in social service, get a sense of involvement in the tasks of national development. Besides, the students, particularly, obtain work experience which might help them to find avenues of self-employment or employment in any organisation at the end of their university career." (http://nss.nic.in/intro.asp)

[2] Papumpare district is the capital district of Arunachal Pradesh

international border with Myanmar! But Myanmar prohibits any printed document (particularly in English) being carried into thei country, even in transit. ASER volunteers found innovative ways to carry the ASER survey tools through Myanmar, such as hiding th survey materials inside their clothing to pass through the border.

In the ASER survey, testing of children is usually done over a weekend in most parts of the country, because this is when they ar more likely to be found at home. But Sunday being the day of Sabbath in a number of North Eastern states, most children are i church or visiting relatives in neighbouring villages. We therefore conduct the test early in the morning or late afternoon, whic invariably means that the surveyors have to spend a night in the village. Being in the east the days in these parts are also really short but the sunrise is earlier than other parts of the country, so this partially compensates for the loss of working hours.

The last six years in the North East have been a great learning experience for all of us. We learnt to be persistent and patient; th extensive travel enriched our knowledge of the diverse local cultures of the area. We are among the lucky few who got th opportunity to learn by doing. We hope that we will continue this learning for years to come and be able to share the same with all o you!

ABOUT THE SURVEY

SAMPLING STRATEGY : ASER 2010 RURAL

Dr. Wilima Wadhwa

What's new in ASER 2010?

The purpose of the ASER 2010's rapid assessment survey in rural areas is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions are added for exploring different dimensions of schooling and learning in the elementary stage. The latter set of questions is different each year.

ASER 2010 brings together elements from various previous ASERs. The core questions on school status and basic reading and arithmetic remain. From 2009, we retain questions on paid tuition, parents' education, household and village characteristics. In addition, this year ASER tests mothers on their numeracy skills. For the first time, ASER 2010 introduces questions on critical thinking for children in Std 5 and above. These questions are based on simple mathematical operations that appear in standard Std 5 textbooks.

Every alternate year, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded either based on observations (such as attendance or usability of the facilities) or with information provided by the school (such as grants information). School observations were conducted in 2005, 2007 and 2009 and again in ASER 2010.

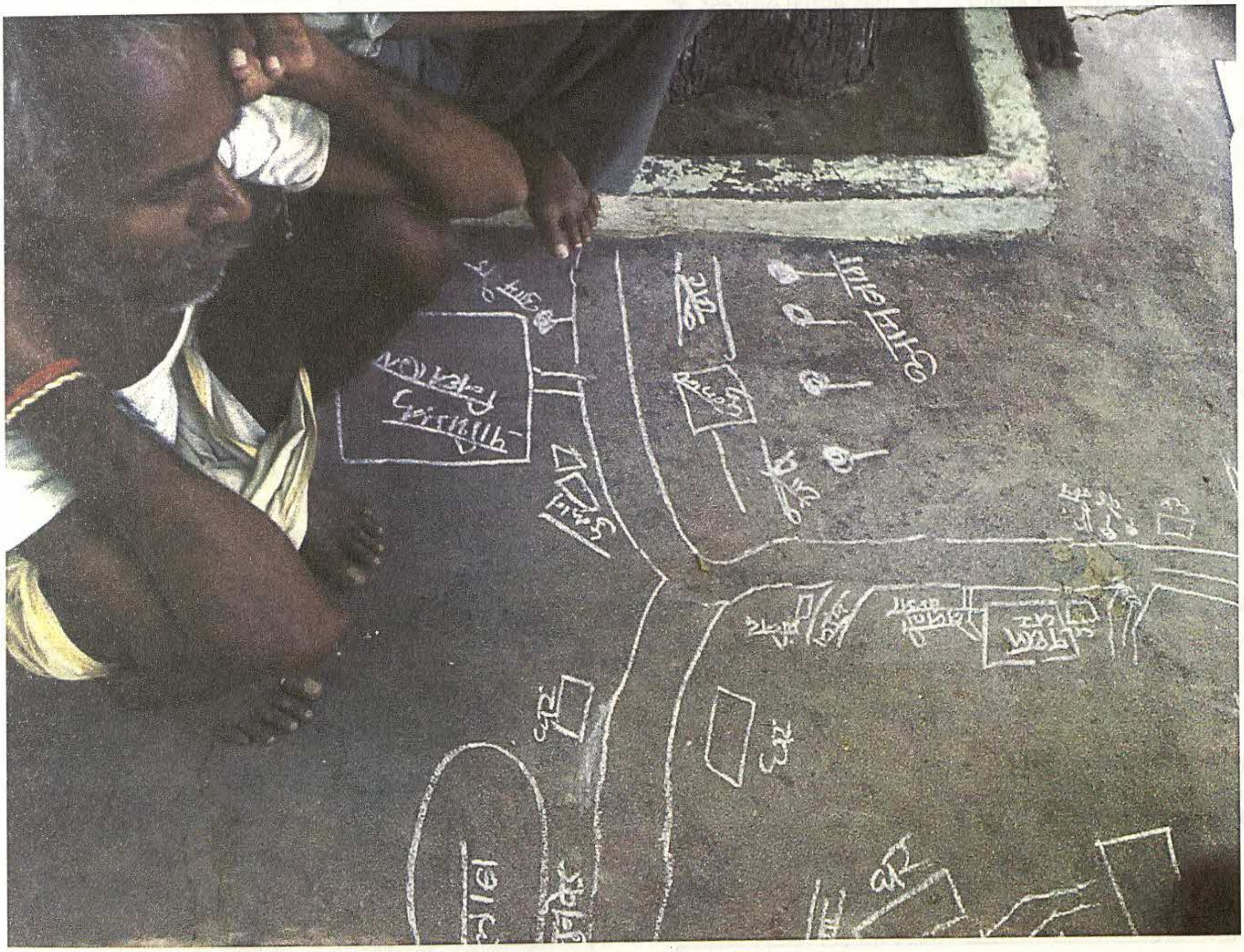
Finally, ASER 2010 continues the process of strengthening and streamlining started in 2008. In each district 2 – 4 villages were re-visited after the survey in order to check how the survey was conducted.

Sampling Strategy (Household sample - children's learning and enrollment data)

The sampling strategy used helps to generate a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated (using appropriate weights) to the state and all-India levels. Like previous years, since 2006, the sample size is 600 households per district. The sample design is a two-stage sample, stratified in the first stage. The sample is obtained by selecting 30 villages per district and 20 households per village.

The villages are randomly selected using the village directory of the 2001 census. The sampling is done using the PPS (Probability Proportional to Size Sampling) technique. PPS is a widely used standard sampling technique and is the appropriate technique to use when the sampling units are of different sizes. In our case, the sampling units are the villages. This method allows villages with larger populations to have a higher chance of being selected in the sample.

In ASER 2009, we retained 10 villages from 2007 and 2008 and added 10 new villages. In ASER 2010 we drop the 10 villages from ASER 2007, keep the 10 villages from 2008 and 2009 and add 10 more villages from the census village directory. The 10 new villages are also chosen using PPS. The 20 old villages and the 10 new villages give us a "rotating panel" of villages, which generates more precise estimates of changes. Since one of the objectives of ASER is to measure the change in learning, creating a panel is a more appropriate sampling strategy.



How to make a map and make sections

To start MAKING A MAP — walk & talk:

- To get to know the village, **walk around** the whole village first before you start mapping. **Talk to people:** How many different hamlets/sections are there in the village? Where are they located? What is the estimated number of households in each hamlet/section? Ask the children to take you around the village. Tell them about ASER. This initial process of walking and talking may take more than an hour.

Map:

- **Rough map :** It is often helpful to first draw all the roads or paths leading to the village. It helps to first draw a map on the ground so that people around you can see what is being done. Use the help of local people to show the **main landmarks** – temples, mosques, river, road, school, bus-stop, panchayat bhavan, shop etc. Mark the main roads/streets/paths through the village prominently on the map. If you can, mark the directions – north, south, east, west.
- **Final map :** Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, copy it on to the map sheet that has been given to you.

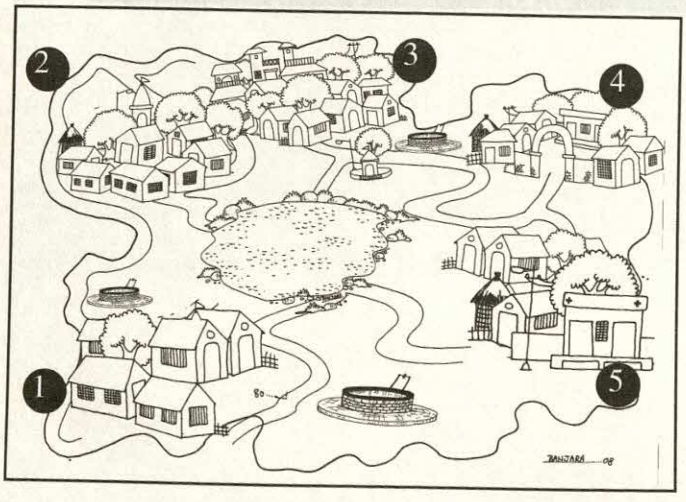
ONCE THE MAP IS MADE, WE NEED TO PICK 4 SECTIONS OF IT. WE WILL SURVERY 5 HOUSEHOLDS IN EACH SECTION

- **How to mark and number sections on the map you have made?**

1. VILLAGE WITH HAMLETS

If the village is divided into hamlets:

- o Mark the hamlets on the map and indicate approximate number of households in each hamlet.



- o If the village consists of **more than 4 different hamlets, then make chits with numbers for each hamlet. Randomly pick 4 chits.**
- o **On the map, indicate which hamlets were randomly picked for surveying. If there are 4 or less hamlets, then go to all of these hamlets.**
- o Do not worry if there are more people in one hamlet than in another. We will survey a hamlet as long as there are households in it.
- o **Note: Marking selected hamlets on the map is very important. It helps in re-check.**

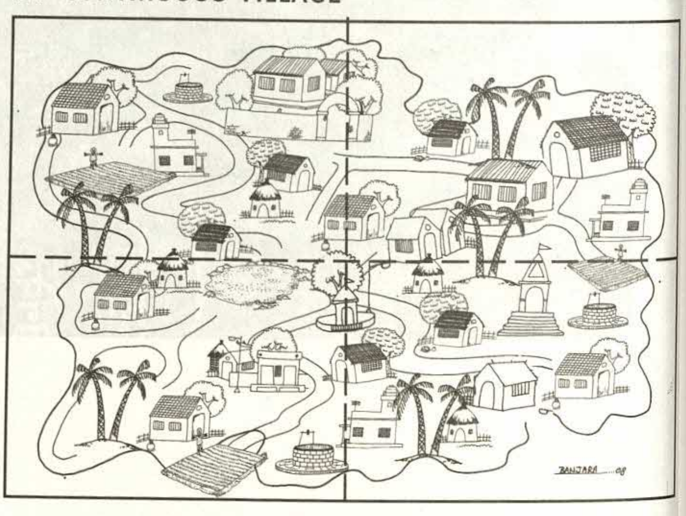
2. VILLAGE WITH LESS THAN 4 HAMLETS

- o **2 hamlets:** Divide each hamlet in 2 parts and take 5 households from each section.
- o **3 hamlets:** Take 7,7 and 6 households from the 3 hamlets respectively.

WHAT TO DO IF :

- o The hamlet has less than 5 households - then survey all the households in the hamlet and survey the remaining households from other hamlets.
- o The village has less than 20 households- then survey all the households in the village.

3. CONTINUOUS VILLAGE



If it is a village with continuous habitations:

- o **Divide the entire village into 4 sections geographically.**
- o For each section, **note the estimated number of households.**
- o **We will survey all 4 sections of the village.**

WHAT TO DO IN EACH SECTION/HAMLET

In the entire village, information will be collected from a total of **20 randomly selected households.**

To do this, you need to select 5 households from each of the 4 previously selected hamlets/sections, regardless of the total number of households in each hamlet or section. Use the following procedure:

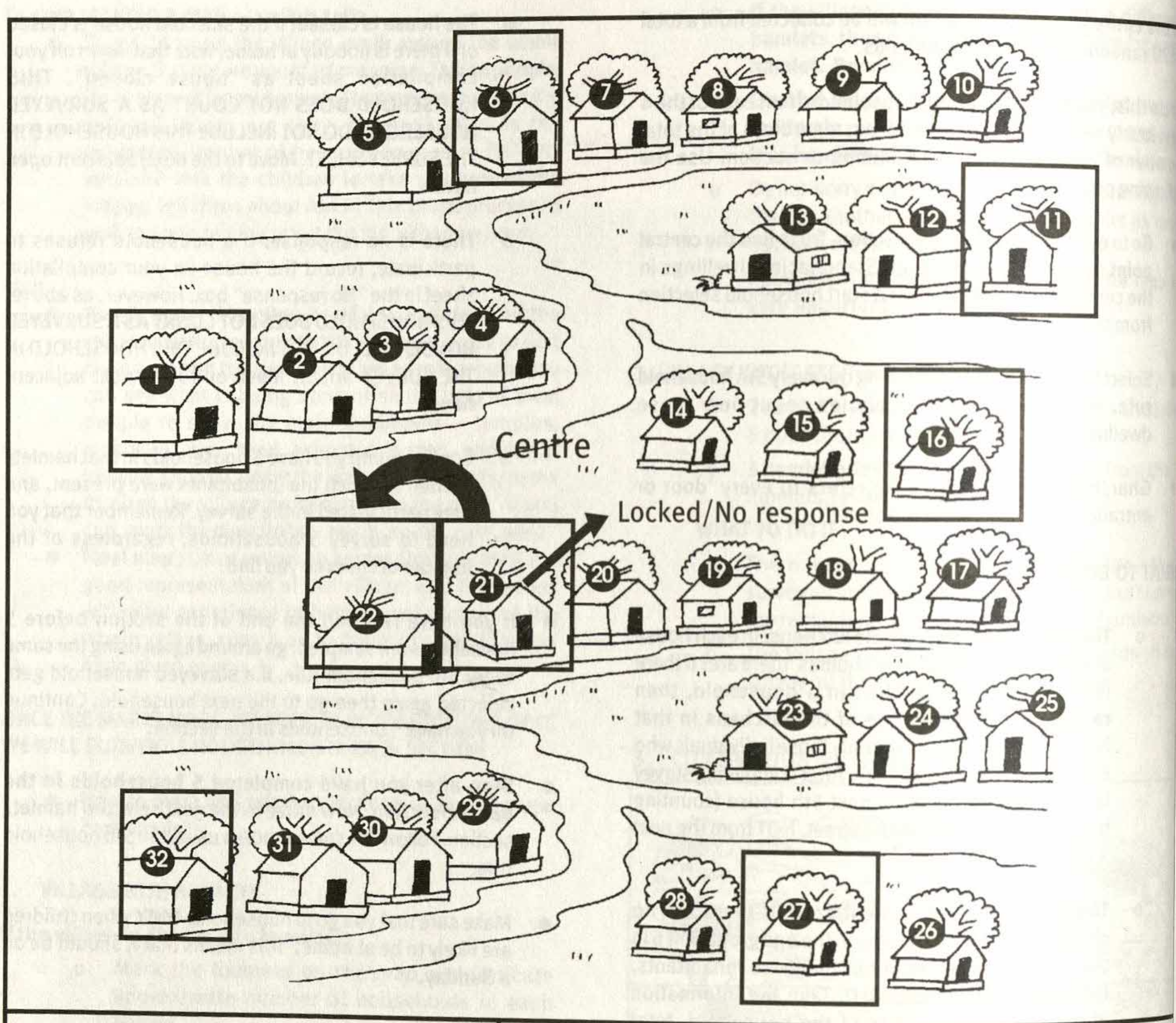
- Go to each selected hamlet/section. Try to **find the central point** in that hamlet/section. Stand facing dwellings in the center of the habitation and start household selection from the left.
- Select households to survey using the **every 5th household rule.** While selecting households count only those dwellings that are residential.
- Ghar/household in this case refers to every 'door or entrance to a house from the street'.

WHAT TO DO IF :

- o **The household has multiple kitchens:** In each house ask how many kitchens or 'chulhas' there are? If there is more than one kitchen in a household, then **randomly select any one of the kitchens** in that household. You will survey only those individuals who eat from the selected kitchen. After completing survey in this house proceed to next 5th house (counting from the next house on the street, NOT from the next 'Chulha').
- o **The household has no children:** If there are no children at all or no children in the age group 3 - 16 in the selected household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take the information about the name of head of the household, total number of members of the household and household assets. **Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section but NO information about mothers or fathers will be collected.**
- o **The house is closed:** If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as "house closed". **THIS HOUSEHOLD DOES NOT COUNT AS A SURVEYED HOUSEHOLD.** DO NOT INCLUDE THIS HOUSEHOLD IN THE SURVEY SHEET. Move to the next/adjacent open house.
- o **There is no response:** If a household refuses to participate, record the house on your compilation sheet in the "No response" box. However, as above, **THIS HOUSEHOLD DOES NOT COUNT AS A SURVEYED HOUSEHOLD.** DO NOT INCLUDE THIS HOUSEHOLD IN THE SURVEY SHEET. Move on to the next adjacent house.
- o Continue until you have 5 households in that hamlet/section in which the inhabitants were present, and they participated in the survey. Remember that you need to survey 5 households, regardless of the number of children you find.

- If you have reached the end of the section before 5 households are sampled, **go around again** using the same every 5th household rule. If a surveyed household gets selected again then go to the next household. Continue till you have 5 households in the section.
- **Stop** after you have completed **5 households in the hamlet/section.** Now move to the next selected hamlet/section. Follow the same process using the 5th household rule.
- Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be on a **Sunday.**

How to sample households in a hamlet in a village?



What to do in a house with mutiple kitchens?

What to do in each household

1. Information about children 3-16

We will collect information from the sample household about **all children age 3-16 who regularly live in the household and eat from the same kitchen.** Ask members of the household as well as neighbours to help you identify these children. ALL such children should be included, even if their parents live in another village or if they are the children of the domestic help in the household.

WHAT TO DO IF :

- o **There are older children:** Often older girls and boys **(in the age group 11 to 16) may not be thought of as children. Be sensitive** to this issue. Avoid saying "children". Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested.

- o **Children are not at home:** If the child is somewhere nearby, but not at home, take down information about the child, like name, age, and schooling status. Ask family members to call the child so that you can speak to her/him directly. If she does not come immediately, **mark that household and revisit** it once you are done surveying the other households.

- o **Children are not living in the household:** If there are children in the family who do not regularly live in the household, for e.g. children who are studying in another village or children who got married and are living elsewhere, we **will not** include them. But if there are children out of the village on the day of the survey who do regularly live in the household, for e.g. a child has gone to visit her relatives, we **will** include them.

- o **There are visiting children: Do not include** children who have come to visit their relatives or friends in the sampled village or household. They do not regularly live in the sample household.

- o **There are children who are relatives but live in the sample household on regular basis:** We will include these children because they live in the same household on the regular basis. But we will NOT take information about their parents because they do not live in this household.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But data must be noted down **ONLY** for children living in the 20 households that have been randomly selected.

Now that we have identified which children to survey, let us review what information to collect about each child. One row of the household format will be used for each child.

Mother's name: At the beginning of the entry for each child, we ask for the name of the child's mother. Note down her name ONLY if she is alive and regularly living in the household. If the child's mother is dead or not living in the household we will NOT write her name.

If the mother has died or has been divorced and the child's stepmother (father's present wife) is living in the household, we will include her as the child's mother.

Father's background information: At the end of the entry for each child, we ask for the age and schooling information of the child's father. As in the case of the mother, we will only write this information if the father is alive and regularly living in the household. If the father is dead or not living in the household we will not ask for this information.

If the father has died or has been divorced and the child's stepfather (mother's present husband) is living in the household, we will include him as the child's father.

Child's name, age, sex and schooling status:
The child's name, age and sex should be filled for all children selected for the survey.
After name, age and sex, there are two main blocks of information about each child.

Children aged 3-6
The first block ("Anganwadi or preschool status") is to be asked ONLY for **children aged 3 to 6.** On the household sheet, note down whether they are attending anganwadi (ICDS), balwadi, or nursery/LKG/UKG, etc. If the child is not going to any anganwadi/preschool, etc., note it down under the "Not going".

Children aged 5-16
The remaining blocks of information are ONLY to be filled for **children aged 5 to 16.**

- Record the child's current schooling status (for children in school).
- Record never enrolled/drop out information (for out of school children).
    - o Probe carefully to find out the class in which the child was in when she left/dropped out of school. Note the class in which the child was studying when she dropped out irrespective of whether the child passed or failed in that class.
    - o Record the year when the child left school. E.g. if the child dropped out in 2002 write '2002'. Similarly if the child dropped out in the last few

months write '2010'.

- Ask all children if they take any tuition, meaning paid classes in addition to regular school. If yes, ask if **any school teacher** takes the tuition class attended by the child. The school teacher could be teaching in ANY school, not necessarily the school where the child studies. If the child does not take tuition, do not ask this question.
- Also ask children if they attend the specific school which you have/will be surveying.
- **All children in this age group will be tested** in basic reading and basic math. (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). See Section 6, "How to test children", for details.

2. Additional information about mothers

We will ask some additional questions about the mothers for each child in the age group 3 to 16 who has been surveyed.

- ONLY ask this information about mothers whose names have been recorded earlier, against individual children's information. **No other mothers will be included.**
- If mother is not present in the house at the time of your visit, note down all information available from other members of the household. Leave the remaining questions blank.

The information to be collected for each mother includes age, whether she has attended school or not and up to what class she has studied/completed. If she has gone to school but says that she did not complete even Std. 1, enter '0' under 'Std. completed'.

We will also observe whether mothers can dial a number on a mobile phone. Test each mother using your own mobile phone (ensure that between two surveyors there is at least one mobile phone). Ensure that a touch screen mobile phone is not used for this task. **Even if the mother has her own mobile phone, ask her to use yours.**

- Hand her your phone and ask her to dial your (surveyor's) number.
- Say the number in single digits in local language or English.
- Repeat the number clearly and slowly twice.
- She must enter **all the digits correctly** to be marked 'Can Dial'. She does not need to actually dial the number.
- Tick the appropriate box.

It is helpful to have at least one female member in the survey team or be accompanied by a (local) female to gather this information.

3. Household indicators

All information on household indicators is to be recorded based, as much as possible, on observation and evidence. However, if for some reason you cannot observe it note down what is reported by household members only and not by others.

- **Type of house the child lives in:** Types of houses are defined as follows:
  - o Pucca House: A pucca house is one which has walls and roof made of the following material:
    - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc
    - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.
  - o Kutcha House: The walls and/or roof of which are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
  - o Semi-Pucca house: A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.
- **Electricity in the household:**
  - o Mark yes or no by observing if the household has wires/electric meters and fittings or not.
  - o If there is an electricity connection, ask whether the household had electricity **any time on the day** of your visit, not necessarily when you are doing the survey.
- **Toilets:** Mark yes or no by observing if there is a constructed toilet in the house. If you are not able to observe, then ASK whether there is a constructed toilet or not.
- **Television:** Mark yes or no by observing if the house has a television or not. If you don't see one, ASK. It does not matter if the television is in working condition or not.
- **Cable TV:** If there is a TV in the household, ask whether there is cable TV. This includes any cable facility which is paid for by the household (include Direct To Home (DTH) facility).
- **VCD/DVD/CD player:** Any VCD/DVD/CD player which can play movies or songs. It need not be in working condition. This does not include a cassette player.
- **Mobile phone:** Mark yes if any member of the household owns a mobile phone.
- **Reading material**
  - o **Newspaper:** Mark yes if the household gets a newspaper every day.
  - o **Other reading material:** This includes story books, magazines, religious books, comics etc. but does not include calendars.

Computer skills in the household: Mark yes if anyone in the household knows how to use a computer. This question should be asked to the family members. Do not observe.

Be polite. Often a lot of people gather around and want to know what is going on. Explain what you are doing and why. Tell them about ASER. Remember to thank people after you have finished surveying the household.

From 2005 to 2010: Evolution of ASER

ASER 2005

Age group 6 – 14

Children were asked
- Enrollment status
- Type of school

Children also did:
- Reading tasks
- Arithmetic tasks

School visits

Sampling :
Randomly selected
20 ASER 2005 villages

ASER 2006

Age group 3 – 16

Children were asked
- Enrollment status
- Type of school

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks
- Comprehension tasks
- Writing tasks

Mothers education
Mothers were also asked to read a simple text

Sampling :
Randomly selected
20 ASER 2005 villages
10 new ASER 2006 villages

ASER 2007

Age group 3 – 16

Children were asked
- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks
- Comprehension tasks
- Problem solving tasks
- English tasks

Mothers education
School visits

Sampling :
Randomly selected
10 ASER 2005 villages
10 ASER 2006 villages
10 new ASER 2007 villages

ASER 2008

Age group 3-16

Children were asked
- Enrollment status
- Type of school

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks
- Telling time
- Currency tasks

Mothers education

Household characteristics
Village information

Sampling :
Randomly selected
10 ASER 2006 villages
10 ASER 2007 villages
10 new ASER 2008 villages

ASER 2009

Age group 3-16

Children were asked
- Enrollment status
- Type of school
- Tuition status
- Pre-school status (Age 5-16)

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks
- English tasks

Mothers education
Fathers education
Mothers were also asked to read a simple text
Household characteristics
Village information
School visits

Sampling :
Randomly selected
10 ASER 2007 villages
10 ASER 2008 villages
10 new ASER 2009 villages

ASER 2010

Age group 3-16

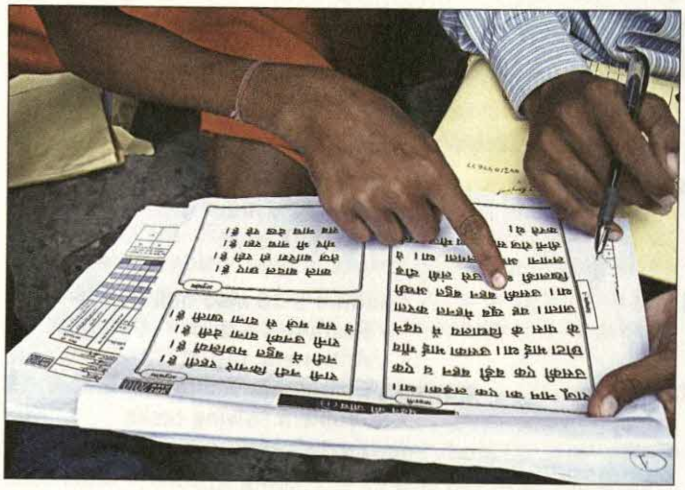
Children were asked
- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks
- Everyday math tasks

Mothers education
Fathers education
Mothers were also asked to dial a mobile number
Household characteristics
Village information
School visits

Sampling :
Randomly selected
10 ASER 2008 villages
10 ASER 2009 villages
10 new ASER 2010 villages

ASER 2010 : Reading Tasks



All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters : Set of commonly used letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std 2 textbook of the state.

पढ़ने की जाँच (1)

कहानी

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

अनुच्छेद

रानी नदी किनारे रहती है।
नदी में बहुत मछलियाँ हैं।
रानी उनको दाना देती है।
वे सब मज़े से दाना खाती हैं।

अक्षर

म र ड
ह च
ल ब न
क य

शब्द

गाना खुश
मौसी
पैर झोला
आलू खेत
किला
आग मोर

Sample: Hindi basic reading test

Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools, in each state language, care is taken to ENSURE

- comparability with the previous years' tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting

How to test reading?

PARAGRAPH

START HERE:

Ask the child to read either of the 2 paragraphs.
Let the child choose the paragraph herself. If the child does not choose give her any one paragraph to read. Ask her to read it. Listen carefully to how she reads.

The child is **not at 'Paragraph Level'** if she:

- Reads the text like a string of words, rather than a sentence.
- Reads the text haltingly and stops very often.

  OR
- Reads the text fluently but with **more than 3 mistakes.**

If the child is not at 'Paragraph Level' then ask her to read words.

The child is **at 'Paragraph Level'** if she:

- Reads the text like she is reading a sentence, rather than a string of words.
- Reads the text fluently and with ease, even if she is reading slowly.
- Reads the text with **not more than 3 mistakes.**

If the child is at 'Paragraph Level' then ask her to read the story.

WORDS

Ask the child to read any 5 words from the word list.
Let the child choose the words herself. If she does not choose, then point out words to her.
The child is **at 'Word Level'** if the child:

- Reads at least **4 out of the 5** words with ease.

If the child is at 'Word Level', ask her to try to read the paragraph again and then follow the instructions for paragraph level testing.

If she can correctly and comfortably read words but is still struggling with the paragraph, then mark the child at 'Word Level'.

If the child is not at word level (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.

STORY

Ask the child to read the story.
The child is **at 'Story Level'** if the child:

- Reads the text like she is reading a sentence, rather than a string of words.
- Reads the text fluently and with ease. The child may read slowly.
- Reads the text with **not more than 3 mistakes.**

If the child is at 'Story Level' then mark her at story level.

If the child is not at 'Story Level', then mark her at 'Paragraph Level'.

LETTERS

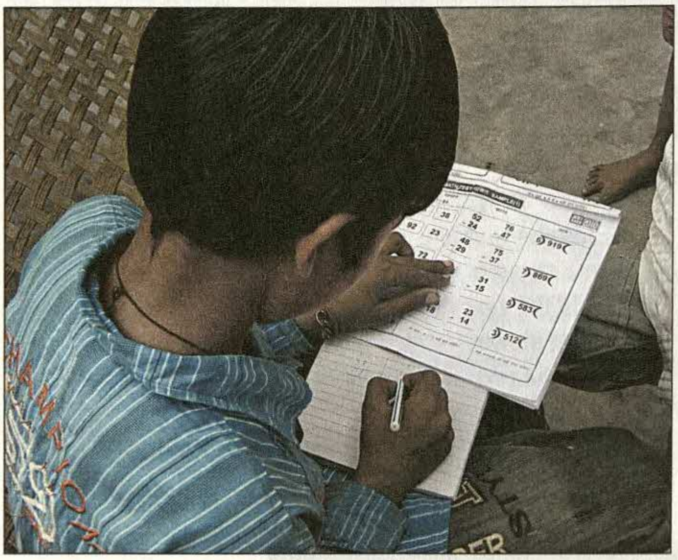
Ask the child to read any 5 letters from the letters list.
Let the child choose the letters herself. If she does not choose, then point out letters to her.
The child is **at 'Letter Level'**, if she:

- Correctly recognizes at least **4 out of 5** letters with ease.

If the child is at letter level, ask her to try reading the words again and then follow the instructions for word level testing.
If she can read **4 out of 5** letters but cannot comfortably read words , then mark the child at 'Letter Level'.
If the child is not at letter level (cannot recognize 4 out of 5 letters chosen), then mark her **at 'Nothing Level'**.

IN THE SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

ASER 2010 : Arithmetic tasks



All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9 : randomly chosen numbers between 1 to 9
- Number recognition 11 to 99 : randomly chosen numbers between 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

MATH TEST/गणित SAMPLE(1)

अंक पहचान 1–9	संख्या पहचान 11–99	घटाव	भाग
3, 7	65, 38	52 − 24; 76 − 47	6) 919
1, 4	92, 23; 47, 72	48 − 29; 75 − 37	7) 869
8, 9	56, 87	46 − 38; 31 − 15	5) 583
5, 2	29, 11	65 − 18; 23 − 14	3) 512
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिये।	एक करवाओ जो सही होना चाहिए।

Sample: Arithmetic test

Similar tests developed in all languages

How to test arithmetic?

START HERE

Subtraction: 2 digit with borrowing

Show the child the subtraction problems. She can choose a problem, if not you can point.

Ask the child what the numbers are and then ask her to identify the subtraction sign.

If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe to see if the answer is correct.

Even if the first subtraction problem is answered wrong, still ask the child to solve the second question. Follow the same steps.

If the child makes a careless mistake, then give her another chance with the same question.

If she cannot do **both** subtraction problems correctly, then give her the number recognition (11-99) task.

If she does **both** the subtraction problems correctly, ask her to do a division problem.

Number Recognition (11-99)

Point one by one to 5 numbers. Child can also choose.

Ask her to identify the numbers.

If she can correctly identify at least **4 out of 5** numbers then mark her as a child who **can "recognize numbers from 11-99."**

If she cannot recognize numbers from 11-99, then give her the number recognition (1-9) task.

Division 3 digit by 1 digit

Show the child the division problems. She can choose one to try. If not, then you pick one.

Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark her as a child who **can do "division"**. Note: Both the quotient and the remainder have to be correct.

If the child makes a careless mistake, then give the child another chance with the same question.

*If the child is unable to solve a division problem correctly, mark her as a child who **can do "subtraction"**.*

Number Recognition (1-9)

Point one by one to 5 numbers. Child can also choose.

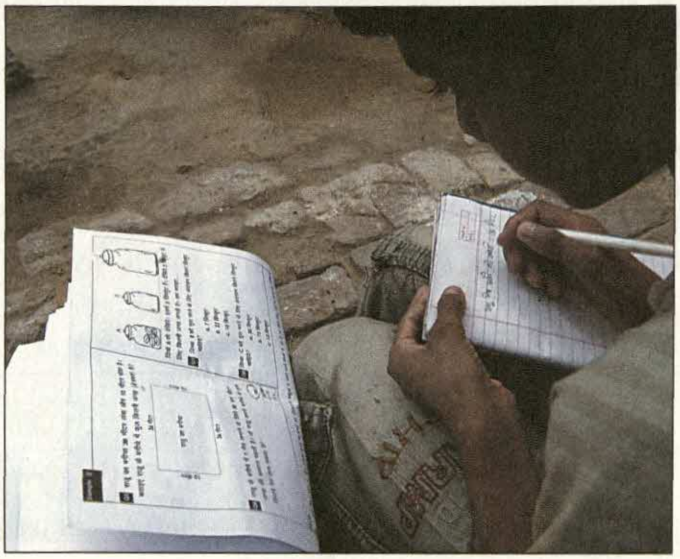
Ask her to identify numbers.

If she can correctly identify at least **4 out of 5** numbers then mark her as a child who **can "recognize numbers from 1-9."**

If not, mark her as a child who "cannot recognize numbers" or **"nothing"**.

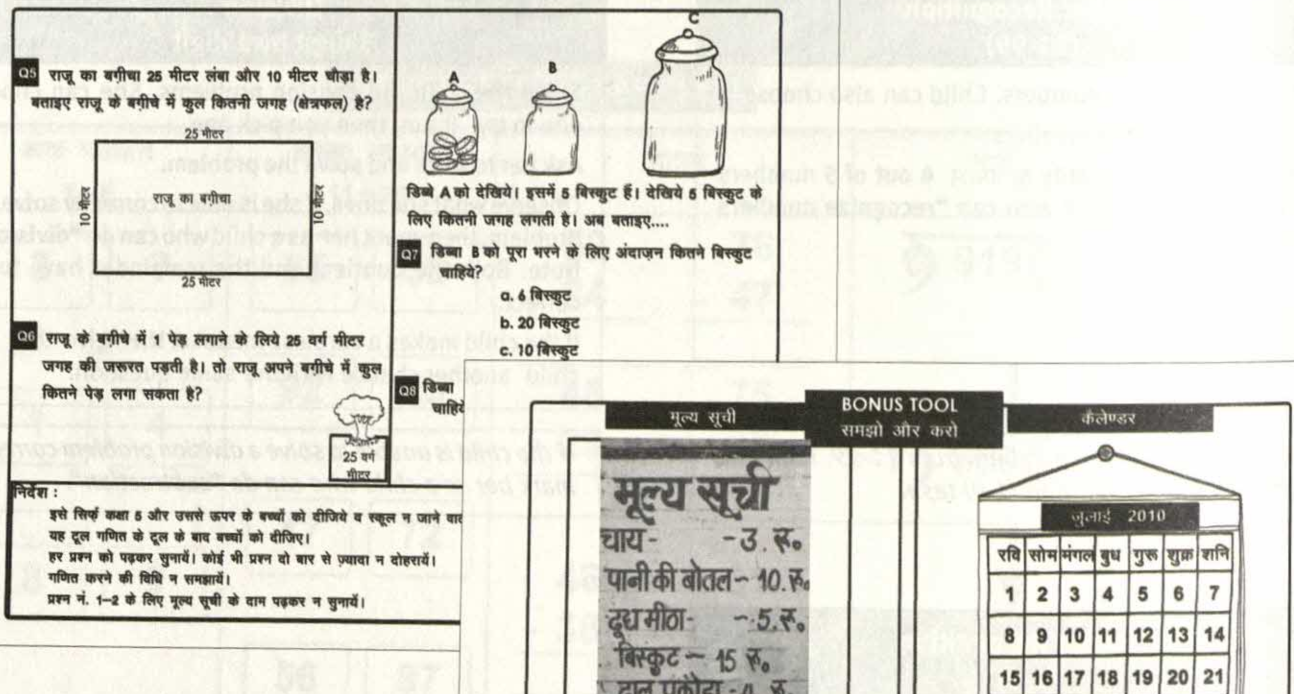
IN THE SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

ASER 2010 : Everyday math tasks



All children in Std 5 and above were assessed on simple application based everyday Math problems. The task had 4 categories:

- **Money task:** Solving money related word problems based on prices given on a menu card.
- **Calendar task:** Finding dates and days in a calendar.
- **Area:** Calculating the area of a field.
- **Estimation:** Estimating the volume of a given figure.



How to test everyday math tasks?

Target age group for the Bonus Tool

- If currently enrolled in school- Std 5 and above.
- If currently out of school- 10 to 16 years of age.

Administer the tool to **all** such children even if you think she or he will not be able to solve any of the questions.

Process for Administration of the Tool

1. The bonus tool will be administered after the ASER basic tools. It is administered for each child (one on one testing). The order of testing should ALWAYS be: first Language, then Math and then the bonus tool.
2. Read each question clearly to the child. Do not read the questions more than twice to the child. Repeat the question once if necessary. The child can solve the questions on a separate piece of paper or orally.
3. Be patient and give enough time to solve each question. Administering this tool may take 15-20 minutes or even longer for each child.
4. If you think the child is making a careless mistake then ask her to look carefully and solve the question again.
5. Do not alter/change the question to make it easier for the child. Please stick to the question in the tool.
6. Do not teach the child the mathematical concept of the question. You are there to test the child, not teach her.
7. Q1-Q2: Show the child the picture of the menu card. Tell her that it is a menu card and that you are going to ask questions based on the menu card. **DO NOT READ THE MENU OUT TO THE CHILD.**

   Only give the example that is given in the Menu Card.
8. Q3-Q4: Show the picture of the calendar to the child and tell her that it's a calendar. Also that you are going to ask questions based on this calendar.

   Do not tell the child that August comes after July.
9. Q5-Q6: If the child does not answer Q5 (the area question) correctly, then skip Q6 and go to Q7.

   The child does not need to answer the question with the unit of measurement i.e. if the child says 250 without saying 250 Rs, it should be marked correct.
10. Q7-Q8: Tell the child that these two questions are multiple choice questions, and that she needs to choose the correct answer.

NOTE: All surveyors should solve all the questions of the bonus tool individually during the training.

What to do in a school?

GENERAL INSTRUCTIONS

- Visit any **government school** in the village with classes from Std 1 to 7/8. If there is no school in the village which has classes from 1 to 7/8, then visit the government school with the highest enrollment in Std 1 to 4/5.
- In the top box of the Observation Sheet, tick according to the school type.
- If the village does not have a government school with primary classes, do not visit any school.
- Note the **time of entry, date and day of visit to** the school.
- Meet the Head Master. If the HM is absent, then meet the senior most teacher of the school. Explain the purpose and history of ASER and give the letter. Be very polite. Assure the HM and teachers that the **name of the school will not be shared with anybody.**
- Ask the HM for the enrollment register or any official document on the enrollment in that school.

Section 1: Children's Enrollment & Attendance

- Ask to see the registers of all the standards and fill in the **enrollment.** If a standard/class has many sections, then take total enrollment.
- Then MOVE AROUND to the classes/areas where children are seated and take down their attendance **class-wise by counting them YOURSELF. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups.** In such a case, ask children from each Std to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class – wise. Please note that **only** children who are physically present in the class while you are counting should be included.

  Attendance of class with many sections: Take headcount of the individual sections, add them up and then write down the total attendance.

Section 2: Note the official language used as the medium of instruction

Section 3: Teachers

- Ask the HM and note down the number of teachers appointed. Acting HM will be counted as a regular teacher. HM on deputation will be counted under the regular HM category. The number of regular government teachers does not include the appointed Head Master.
- Observe how many HMs/teachers are present and not the information.
- If the school has para-teachers, mark them separately. In many states para-teachers are called by different names such as Shiksha Mitra, education volunteer etc.

Section 4: Classroom Observations- ONLY FOR STD 2 and STD 4

- This section is for **Std. 2** and **Std. 4** only. If there is more than one section for a class, then randomly choose any one to observe. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups.
- OBSERVE the seating arrangement of children (are they in mixed groups or sitting class-wise).
- OBSERVE where children are sitting (in classroom, in the verandah or outside) and fill accordingly.
- OBSERVE whether there is a blackboard where they are sitting and what is the condition of the blackboards and fill accordingly. Try to write on the blackboard.
- OBSERVE if there was any other teaching material available like charts on the wall, board games etc. where they are sitting. Material painted on the walls of the classroom DO NOT count as teaching material.

Section 5: Mid Day Meal (MDM)

- ASK the headmaster/any other teacher whether the mid-day meal was served in the school today.
- OBSERVE if any food was cooked in the school.
- OBSERVE if there is a kitchen/shed for cooking the mid-day meal.
- OBSERVE whether the mid day meal was served in the school today (Look for the evidence of the mid-day meal in the school like dirty utensils or meal bought from outside). Mark accordingly.

Section 6: Facilities in the school

- Count the total number of pucca rooms in the school excluding toilets. Then count the number of pukka rooms being used for teaching purposes.
- OBSERVE if there is an office/store/office cum store. Mark yes if you observe any one of these.
- OBSERVE if there is a play ground (Definition of Playground: it should be within the school premises with a level playing field and/or school playing equipment eg: slide, swings etc).

- OBSERVE if there are library books in the school (Even if kept in a cupboard).
- OBSERVE if library books are being used by children.
- OBSERVE if there is a hand pump/tap which can be used for drinking water and if so, whether you could drink the water. If not, check whether any other drinking water facility is available.
- OBSERVE if the school has a complete boundary wall or complete fencing.
- OBSERVE if there are computers in the school to be used by children and if yes, then did you see children using computers.

Section 7: School Grant Information

- For this section, note down information separately for financial year 2009 (Apr 2009 – Mar 2010) **and** financial year 2010 (Apr 2010 – until now).
- The Head Master should be asked this section. In the absence of the Head Master, ask a teacher present. Tick the designation of the person being asked (Head Master/ Regular teacher/ Para teacher). Note: In case of a school with Standard 1-7/8 with 2 different headmasters, mark who answered this section separately for primary and upper primary schools.
- Ask the person answering this section about the grants very politely. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section.
- This section is divided into two parts – 1 for primary schools and 1 for upper primary schools. In case of 2 headmasters, (one for primary school and one for upper primary school) please take down grant information from **BOTH** headmasters and write them separately for primary and upper primary schools in the respective rows.

If there is only one headmaster for both primary and upper primary, please fill **ONLY** the UPS rows.

Number of Classrooms in primary and upper primary schools (only for school maintenance grant):

Ask the number of classrooms for the primary school and upper primary school.

- In case of a Std 1-7/8 school, note down the number of classrooms for Std 1-4/5 and Std 6-7/8 **separately** in the respective rows.
- For primary schools, please write the information in the PS row.
- For upper primary schools, please write the information in the UPS row.

SSA grants:

Ask if the school got three grants viz. School maintenance grant (SMG), School development grant (SDG) and Teachers grant (TLM). If yes, note down the amount. Otherwise:

- If the HM says that he/she has not received the grant or says that he/she is going to receive the grant in the future, then mark 'No'.
- If the HM has no knowledge of whether or not the school has received the grant , then mark 'Don't know'.
- If the school has received the grant but the HM does not know the amount, tick 'Yes' under grant received and leave the amount blank.

If the school has received the grant, then ask whether the entire amount was spent or not.

Section 8: Repair of school infrastructure (Since April 2009)

Ask if the school has repaired roof, playground, boundary wall, black board, bought classroom supplies, other supplies, taat patti, had whitewash since April 2009. Tick the appropriate boxes.

Note: This section is **NOT** related to grants. Please ask if any of these activities have been undertaken since April **2009.**

Section 9: Toilet Facility in the School

- OBSERVE whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys. Ask the HM or another teacher if you cannot tell who the toilets are for.
- For each type of toilet facility that you find at the school, note whether it is locked or not. If it was not locked, note whether it was usable or not.
- If 2 common toilets or other type of toilets are there in the school then take information about the toilet which is in a better condition.

SAMPLE HOUSEHOLD SURVEY SHEET - ENGLISH

ASER 2010 SURVEY - HOUSEHOLD SURVEY SHEET

ASER 2010

HH No.	9
Full Name of family head	RAM LAL
Total Number of members in the HH who eat from the same kitchen	5

Name of Surveyors
Manoj
Virendra Kumar

Date of Survey	21st NOV, 2010
Day of Survey	SUNDAY
Start Time	11:00 am
End Time	11:35 am

State	RAJASTHAN
District	SIROHI
Block	ABU ROAD
Village	CHANAR

Child Information, Anganwadi or Pre-School status (Age 3-6), Schooling Status (Age 5-16), Out of School children (Currently not enrolled in school) (Age 5-16)

Serial No.	Mother's name	Name of Child (Children of 3-16 age group regularly living in the household)	Age	Sex	Anganwadi/Balwadi	LKG/UKG/Nursery	Not going	Std	Govt	Pvt	Madarsa	EGS/AIE, other	Never Enrolled	Drop Out	which Std. were you in when you left school?	Which year did you drop out (eg:2006)?
1	POONAM	RADHA	10	F				5	✓							
2	POONAM	RANJIT	9	M				4		✓						
3																
4																
5																
6																
7																
8																
Total																

Tuition, Basic Learning Levels (Test all children between the ages of 5-16 only)

Serial No.	Does child take any paid additional class currently (Age 5-16): Yes	No	If yes, is the tuition conducted by any school teacher?: Yes	No	Does child go to the surveyed school?: Yes	No	Reading (✓ the highest level ONLY): Nothing	Letter	Word	Para	Story	Math (✓ the highest level ONLY): Nothing	Num Recg 1-9	Num Recg 11-99	Subtraction	Division
1	✓			✓						✓					✓	
2		✓	✓							✓				✓		
3																
4																
5																
6																
7																
8																
Total																

Bonus Tool From Std 5 onwards (If out of school than for children from 10 years to 16 years) (✓) on Y or N; Father's background information

Serial No.	Q.1 Y	Q.1 N	Q.2 Y	Q.2 N	Q.3 Y	Q.3 N	Q.4 Y	Q.4 N	Q.5 Y	Q.5 N	Q.6 Y	Q.6 N	Q.7 Y	Q.7 N	Q.8 Y	Q.8 N	Language in which the child was tested	Age	If attended school (✓)	If never attended school (✓)	If attended school, then which std completed?
1		✓		✓	✓			✓		✓		✓	✓		✓		HINDI	40	✓		8
2																	HINDI	40	✓		8
3																					
4																					
5																					
6																					
7																					
8																					
Total																					

MOTHER'S BACKGROUND INFORMATION / MOTHER'S MOBILE TEST

Sl. no.	Mother's Name	Age	If attended school (✓)	If never attended school (✓)	If attended school, then which std completed?	Can dial mobile number (✓)	Can not dial mobile number (✓)	Not available for test (✓)	Available but not tested (✓)
1.	POONAM	35	✓		5	✓			..
2.									
3.									
4.									

HOUSEHOLD INDICATORS (Tick the appropriate column)

Type of House: Kutcha	Semi Kutcha	Pucca (with walls, ceiling, floor of brick and cement)	Electricity connection (Look for wires and fittings): Yes	No	If electricity in household, was there electricity today?: Yes	No	Toilet in the household: Yes	No	TV in household: Yes	No	If TV in household is there cable TV? (paid facility): Yes	No	DVD/VCD/CD player: Yes	No	Mobile phone: Yes	No	Reading material (other than school textbooks) Gets Newspaper daily (Ask): Yes	No	Other (Books, magazine religious books etc.): Yes	No
	✓		✓			✓		✓		✓				✓	✓			✓		✓

Does anyone in the household know how to use a computer?: Yes	No
	✓

SAMPLE HOUSEHOLD SURVEY SHEET - HINDI

ASER 2010 SURVEY - HOUSEHOLD SURVEY SHEET

असर ASER 2010

घर का नंबर	घर के मुखिया का नाम	HOSIYAR SINGH
6	परिवार के उन लोगों की संख्या जो एक ही चूल्हे से खाते हैं	11

सर्वेक्षकों के नाम
AMIT
KRISHAN SINGH

सर्वे की दिनांक	21·11·10
सर्वे करने का दिन	SUNDAY
शुरू करने का समय	12:00 pm
खत्म करने का समय	12:40 pm

राज्य	HARYANA
ज़िला	ROHTAK
ब्लॉक	SAMPLA
गाँव	ISMAILA

क्र. संख्या	माता का नाम	बच्चे की जानकारी: बच्चे का नाम (3–16 वर्ष के वे बच्चे जो इस घर में नियमित रूप से रहते हैं)	आयु	लिंग	आंगनवाड़ी व पूर्व प्राथमिक स्कूल (आयु 3–6): आंगनवाड़ी/बालवाड़ी	LKG/UKG/Nursery	न जाने वाले	स्कूल जाने वाले बच्चे (आयु 5–16): कक्षा	सरकारी	निजी	मदरसा	EGS/AIE, अन्य
1	SUNDRI	JOHAR	8	M				3	✓			
2	SUNDRI	RAHUL	10	M				5	✓			
3	SUNDRI	PREETI	13	F				7	✓			
4												
5												
6												
7												
8												
कुल												

क्र. संख्या	स्कूल न जाने वाले बच्चे (जिनका अभी स्कूल में नामांकन नहीं हुआ है) (आयु 5–16): स्कूल में कभी नामांकन नहीं हुआ	ड्रापआउट: ड्रापआउट	आपने कौन सी कक्षा में स्कूल जाना छोड़ा	आपने कौन से वर्ष में स्कूल जाना छोड़ा (जैसे: 2006)	ट्यूशन: क्या बच्चा पैसे देकर ट्यूशन पढ़ने जाता है? (आयु 5–16) हाँ	नहीं	यदि हाँ, तो क्या कोई भी स्कूल टीचर द्वारा पढ़ाया जाता है? हाँ	नहीं	क्या बच्चा सर्वे किये गये विद्यालय में है? हाँ	नहीं
1					✓			✓	✓	
2					✓			✓	✓	
3					✓		✓		✓	
4										
5										
6										
7										
8										

क्र. संख्या	बेसिक टेस्ट (5–16 वर्ष के बच्चों के लिए) पढ़ना (उच्चतम स्तर पर ✓ का निशान लगायें): कुछ नहीं	अक्षर	शब्द	अनुच्छेद	कहानी	गणित (उच्चतम स्तर पर ✓ का निशान लगायें): कुछ नहीं	अंक पहचान 1–9 तक	संख्या पहचान 11–99 तक	घटाव	भाग
1				✓					✓	
2					✓					✓
3					✓					✓
4										
5										
6										
7										
8										

बोनस टूल — कक्षा 5 और कक्षा 5 से ऊपर के बच्चे (यदि बच्चे स्कूल नहीं जाते तब 10 साल 16 आयु वर्ग के बच्चों का टेस्ट लें) — (✓) on Y or N

क्र. संख्या	Q.1 हाँ	Q.1 नहीं	Q.2 हाँ	Q.2 नहीं	Q.3 हाँ	Q.3 नहीं	Q.4 हाँ	Q.4 नहीं	Q.5 हाँ	Q.5 नहीं	Q.6 हाँ	Q.6 नहीं	Q.7 हाँ	Q.7 नहीं	Q.8 हाँ	Q.8 नहीं	बच्चों का किस भाषा में टेस्ट लिया गया	पिता की जानकारी: आयु	(✓) कभी स्कूल गये है	(✓) अगर कभी स्कूल नहीं गये है	अगर स्कूल गये है तो कौन सी कक्षा तक पढ़ाई पूरी की?
1																	HINDI	42	✓		10th
2	✓			✓	✓			✓		✓		✓	✓			✓	HINDI	42	✓		10th
3	✓		✓		✓		✓			✓		✓	✓		✓		HINDI	42	✓		10th
4																					
5																					
6																					
7																					
8																					

क्र. संख्या	माताओं की जानकारी: माता का नाम	आयु	(✓) कभी स्कूल गई है	(✓) अगर कभी स्कूल नहीं गई है	अगर स्कूल गई है तो कौन सी कक्षा तक पढ़ाई पूरी की?	माताओं की मोबाइल की जाँच: मोबाइल नंबर मिल सकती है(✓)	मोबाइल नंबर नहीं मिल सकते है(✓)	जांच के लिए वहां उपस्थित नहीं थी (✓)	उपस्थित थी लेकिन जांच नहीं हो सकी (✓)
1.	SUNDRI	38	✓		8th		✓		
2.									
3.									
4.									

घरेलू सर्केतक (सही स्थान पर निशान लगायें)

घर किस प्रकार का है: कच्चा	आधा कच्चा	पक्का (दीवार, छत, फर्श, सीमेंट और पत्थर से बनी हुई)	बिजली का कनेक्शन है? (तार व फिटिंग को देखें) हाँ	नहीं	अगर घर में बिजली का कनेक्शन है तो क्या आज बिजली थी? हाँ	नहीं	घर में शौचालय है? हाँ	नहीं	घर में टी.वी. है? हाँ	नहीं	अगर घर में टी.वी. है तो क्या केबल टी.वी. है? (भुगतान करते है) हाँ	नहीं	DVD/VCD/CD Player है? हाँ	नहीं	मोबाइल फोन है? हाँ	नहीं	पढ़ने की सामग्री (स्कूल की किताबों के अलावा): अखबार रोज आता है (पूछें) हाँ	नहीं	अन्य (किताबें, पत्रिका, व धार्मिक किताबें इत्यादि) हाँ	नहीं
		✓	✓		✓		✓		✓			✓		✓		✓	✓		✓	

क्या किसी को घर में कम्प्यूटर इस्तेमाल करना आता है? हाँ	नहीं
	✓

SAMPLE VILLAGE INFORMATION SHEET - ENGLISH

VILLAGE INFORMATION SHEET

Annual Status of Education Report
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Facilitated by PRATHAM

State Name	HARYANA	**Block name**	ROHTAK.
District Name	ROHTAK	**Village Name**	PAHARAWAR.
Names of ASER Surveyors		VIKRAMJEET	
		JASMEET	
Date of Survey	21/11/10	**Day of Survey**	SUNDAY

	Please tick the relevant box	**Did You See/Observe yourself?(Mark these answes based on your own observation)**	
BASIC SERVICES	Pucca road leading to the village?	YES ✓	NO
	Electricity connection in the village?	YES ✓	NO
	Post office in the village?	YES	NO ✓
	Phone/STD Booth?	YES	NO ✓
	Bank? (Any type)	YES ✓	NO
	Govt Ration/PDS Shop in the village?	YES ✓	NO
	Primary/Sub Health Centre?(Govt.)	YES ✓	NO
	Private Health Clinic?	YES ✓	NO
	Computer Centre (Internet Café)	YES ✓	NO
	Equipment Facility using Solar Energy	YES ✓	NO
SCHOOLS	Govt Primary School (Std. 1 to 4/5)	YES ✓	NO
	Govt Middle School(Std. 1 to 7/8)	YES ✓	NO
	Govt Secondary School(Std. 1 to 10)	YES ✓	NO
	Private School	YES	NO ✓
	Anganwadi/Pre-School	YES ✓	NO

SAMPLE VILLAGE INFORMATION SHEET - HINDI

गाँव की जानकारी

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राज्य का नाम	RAJASTHAN	ब्लॉक/तालुका का नाम	SIROHI
ज़िले का नाम	SIROHI	गाँव का नाम	CHADRAVATI
सर्वेक्षक का नाम		SURESH SURENDRA	
सर्वे की दिनांक	NOV 14, 2010	सर्वे का दिन	SUNDAY

	उचित खाने में सही का निशान लगाएं	क्या आपने गाँव में निम्नलिखित सुविधाओं को खुद देखा/अवलोकन किया (अपने अवलोकन के आधार पर निशान लगाएं)	
बुनियादी सेवाएं	क्या गाँव में जाने के लिये पक्का रोड है?	हाँ ✓	नहीं
	क्या गाँव में बिजली कनेक्शन है?	हाँ ✓	नहीं
	क्या गाँव में डाकघर है?	हाँ ✓	नहीं
	फोन/STD बूथ है?	हाँ	नहीं ✓
	बैंक है? (किसी भी प्रकार का)	हाँ	नहीं ✓
	क्या गाँव में सरकारी राशन/PDS की दुकान है?	हाँ ✓	नहीं
	सरकारी स्वास्थ्य केंद्र (PHC)	हाँ ✓	नहीं
	निजी (Pvt.) डॉक्टर/ दवाखाना है?	हाँ ✓	नहीं
	कम्पयूटर सेंटर (इंटरनेट कैफे)	हाँ ✓	नहीं
	Solar Energy का प्रयोग करने वाले उपकरण/सुविधा	हाँ ✓	नहीं
स्कूल	सरकारी प्राथमिक विद्यालय (कक्षा 1 से 4/5 तक)	हाँ ✓	नहीं
	सरकारी उच्च प्राथमिक विद्यालय (कक्षा 1 से 7/8 तक)	हाँ ✓	नहीं
	सरकारी माध्यमिक विद्यालय (कक्षा 1 से 10 तक)	हाँ ✓	नहीं
	निजी विद्यालय (Pvt.)	हाँ	नहीं ✓
	आंगनवाड़ी/बालवाड़ी	हाँ ✓	नहीं

SCHOOL OBSERVATION SHEET - ASER 2010

Annual Status of Education Report
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Facilitated by PRATHAM

PAGE 1 of 2

INSTRUCTIONS : Visit any goverment school (Std 1 to 7/8). If there is no school in the village which has classes from 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std 1 to 4/5. Do not visit a government school if it has no classes from Std 1 to 5. Meet Head Master (In absence of the HM, meet the senior most teacher of the school). Documents required: Register with enrollment details of children.

Name of school: GUPS CHANAR	Name of Village: CHANAR		Block: ABU ROAD	District: SIROHI	State: RAJASTHAN
From which Std. to which Std. (Tick any one): Std: 1 to 4/5 / Std: 1 to 7/8 ✓ / Others	Date of visit: 20·11·10	Day of visit: SATURDAY	Name of Surveyors: 1 MANOJ 2 VIRENDRA KUMAR	Arrival time: 10:00am	Departure time: 12:30pm

1. Children's Enrollment & Attendance	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8
Children's enrollment (Take from register yourself)If more than 1 section write the total	20	25	30	35	21	33	19	11
Children's attendance today*	15	20	24	13	10	20	11	9

*Note: Take a headcount of children in the room. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.

2. Official medium of instruction in the school:
HINDI

3. Teachers	No. Appointed (Ask HM)	Number Present (Observe yourself)
Head Teacher	1	1
Regular Govt. Teachers (Doesn't include Head Teacher)	4	3
Para-teachers	3	2

4. Classroom Observations

Observe (If more than 1 section, choose any 1)		Std. 2 Yes	Std. 2 No	Std. 4 Yes	Std. 4 No
Are the children of this Std. sitting with children from any other Std.?		✓			✓
Where were they seated (tick one)	Classroom	✓			
	Verandah			✓	
	Outdoors				
Is there a blackboard for this class?		✓		✓	
Could you easily write on the black-board?		✓		✓	
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?		✓			✓

5. Mid-Day Meal

Tick relevant box	Yes	No
Was mid-day meal served in the school today? (Ask HM/Teacher)	✓	
Is food cooked in the schools? (observe)	✓	
Is there a kitchen/shed for cooking mid-day meal?(observe)	✓	
Did you see any evidence of the meal being served to the children today(Look for the evidence like dirty utensils or meal bought from outside)? (observe)	✓	

6. Facilities Observation

Total number of pucca rooms in the school excluding toilets (count yourself)	7	
Total number of rooms being used for teaching today (count yourself).	5	
Tick relevant box	**Yes**	**No**
Did you see a office /store/ office-cum store?	✓	
Did you see a play ground?	✓	
Did you see library books in the school?		✓
If yes, did you see library books being used by children?		
Did you see a handpump or a tap?	✓	
If there is a handpump/tap, could you use it to drink water?	✓	
If there is no handpump/tap or it is not useable, did you see drinking water available?		
Did you see a complete boundary wall or fencing?	✓	
Did you see computers in the school to be used by children ?		✓
If yes, did you see children using computers?		

SCHOOL OBSERVATION SHEET - ASER 2010

PAGE 2 of 2

7. School Grant Information (SSA)

(Ask the Head Master, if the Head Master is not present than ask the teacher present in the school)

***PS:** I got information for this table from (circle all applicable)*	Head Master		Teacher		Para-teacher	
***UPS:** I got information for this table from (circle all applicable)*	Head Master ✓		Teacher		Para-teacher	

Apr 2009 - Mar 2010

SSA Annual School Grant		Number of classrooms	Did you get the grant? Yes	No	Don't know	If yes, what was the amount received? Amount	Did you spend the full amount? Yes	No	Don't know
School Maintainance Grant	PS								
	UPS	5	✓			7500	✓		
School Development Grant	PS								
	UPS		✓			2000	✓		
Teacher Grant(TLM) (for all teachers)	PS								
	UPS		✓			3500	✓		

Apr 2010 - till now

SSA Annual School Grant		Number of classrooms	Did you get the grant? Yes	No	Don't know	If yes, what was the amount received? Amount	Did you spend the full amount? Yes	No	Don't know
School Maintainance Grant	PS								
	UPS		✓			7500		✓	
School Development Grant	PS								
	UPS		✓			2000		✓	
Teacher Grant(TLM) (for all teachers)	PS								
	UPS		✓			3500		✓	

8. Since April 2009 until now has your school had any of the following:

Tick (✓) relevant box. Ask	Yes	No
Repair of building	✓	
Repair of toilet	✓	
Repair of handpump		✓
Repair of roof		✓
Repair of playground		✓
Repair of boundary wall	✓	
Repair of black board	✓	
Bought classroom supplies (Chalk, Duster)	✓	
Bought other supplies (Register)	✓	
Bought Taat patti, Mats		✓
Did whitewash		✓

9. TOILETS (observe)

Tick relevant box	Common Toilet Yes	Common Toilet No	Separate Girls Toilet Yes	Separate Girls Toilet No	Separate Boys Toilet Yes	Separate Boys Toilet No
Is there a toilet?		✓	✓		✓	
Was it locked?				✓		✓
If not locked, was it usable?				✓	✓	

Comments :

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SCHOOL OBSERVATION SHEET - ASER 2010

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निर्देश : गाँव के किसी एक सरकारी विद्यालय (कक्षा 1–7/8) में जायें । यदि गाँव में कक्षा 1–7/8 तक कोई विद्यालय ना हो तो उस सरकारी विद्यालय में जायें जहाँ कक्षा 1–4/5 के बच्चों का नामांकन सबसे अधिक हो। उन सरकारी विद्यालय में न जाएं जहां कक्षा 1 से 5 न हों। मुख्य अध्यापक से मिलें (उनके न होने पर विद्यालय के वरिष्ठ शिक्षक से मिलें)। आवश्यक प्रलेख : रजिस्टर जिसमें नामांकन दर्शाई गई है।

विद्यालय का नाम: GUPS CHANAR			गाँव का नाम: CHANAR		ब्लॉक का नाम: ABUROAD	ज़िला: SIROHI	राज्य: RAJASTHAN
किस कक्षा से किस कक्षा तक? (किसी एक पर निशान लगायें)			सर्वे की दिनांक	सर्वे का दिन	सर्वेक्षक का नाम	पहुंचने का समय	वहां से जाने का समय
कक्षा 1 से 4/5	कक्षा 1 से 7/8 ✓	अन्य	20·11·10	SATURDAY	1 MANOJ 2 VIRENDRA KUMAR	10:00am	12:30pm

1. बच्चों का नामांकन एवं उपस्थिति	कक्षा 1	कक्षा 2	कक्षा 3	कक्षा 4	कक्षा 5	कक्षा 6	कक्षा 7	कक्षा 8
बच्चों का नामांकन (खुद रजिस्टर से लें) अगर एक से ज्यादा सेक्शन हों तो कुल लिखें।	20	25	30	35	21	33	19	11
सर्वे के दिन उपस्थित बच्चे*	15	20	24	13	10	20	11	9

*नोट : बच्चों की हाज़िरी : उपस्थित बच्चों की संख्या गिने। यदि एक से अधिक कक्षा के बच्चे एक साथ बैठे है तो प्रत्येक कक्षा के अनुसार बच्चों को हाथ उठाने को कहें। इसके आधार पर प्रत्येक कक्षा में उपस्थित बच्चों की संख्या लिखें। अगर एक से ज्यादा सेक्शन हो तो सभी सेक्शन की हाज़िरी गिने और फिर कुल लिखें।

2.विद्यालय में पढ़ाई का माध्यम
HINDI

3. शिक्षक	कुल नियुक्ति (मुख्य अध्यापक से पूछें)	कुल उपस्थित (अवलोकन करें)
मुख्य अध्यापक	1	1
नियमित सरकारी शिक्षक (मुख्याध्यापक को न गिनें)	4	3
पैरा शिक्षक (Para Teacher)	3	2

4. कक्षा की जानकारी

अवलोकन करें (अगर एक से ज्यादा सेक्शन हों तो कोई एक चुनें)		कक्षा 2 हाँ	कक्षा 2 नहीं	कक्षा 4 हाँ	कक्षा 4 नहीं
क्या इस कक्षा के बच्चे किसी और कक्षा के बच्चों के साथ बैठे हुए हैं?		✓			✓
इस कक्षा के बच्चे कहाँ बैठे हुए थे? (एक पर निशान लगाएं)	कमरे में	✓			
	बरामदे में			✓	
	खुली जगह पर				
क्या कक्षा में ब्लैक बोर्ड है?		✓		✓	
क्या आप ब्लैक बोर्ड पर आसानी से लिख सके?		✓		✓	
पुस्तकों के अलावा क्या कक्षा में आपने कोई भी शिक्षण सामग्री देखी? (जैसे किताबें, चार्ट, बोर्ड खेल आदि।)		✓			✓

5. मध्यान भोजन

उचित स्थान पर निशान लगायें।	हाँ	नहीं
क्या आज विद्यालय में मध्यान भोजन दिया गया? (मुख्याध्यापक/अध्यापक से पूछें)	✓	
क्या विद्यालय में मध्यान भोजन पकाया जाता है? (अवलोकन)	✓	
क्या.मध्यान भोजन पकाने के लिए कोई रसोई घर है? (अवलोकन)	✓	
क्या आपने सर्वे के दौरान बच्चों को मध्यान भोजन खाते हुए देखा? (मध्यान भोजन से जुड़े सबूत देखें जैसे : झूठे बर्तन या बाहर से मंगाया नया भोजन आदि)	✓	

6. विद्यालय की सुविधाओं पर जानकारी (अवलोकन के अनुसार)

विद्यालय में कुल कितने पक्के कमरे हैं? (खुद गिनकर लिखें)	7	
सर्वे के दिन कुल कितने कमरे पढ़ाने के लिए इस्तेमाल किये जा रहे थे? (खुद गिनकर लिखें)	5	
उचित स्थान पर निशान लगायें।	**हाँ**	**नहीं**
क्या विद्यालय में ऑफिस/स्टोररूम/Office cum store है?	✓	
क्या विद्यालय में खेल का मैदान है?	✓	
क्या विद्यालय में पुस्तकालय किताबें है?		✓
क्या आपने बच्चों को पुस्तकालय की किताबें पढ़ते हुए देखा?		
क्या विद्यालय में नल/हैंडपंप है?	✓	
यदि हाँ, तो क्या आप उस नल/हैंडपंप से पानी पी सके?	✓	
यदि नल/हैंडपंप नहीं है तो क्या पीने के पानी की व्यवस्था है?		
क्या विद्यालय की पूरी सीमा दीवार या Fencing है?	✓	
क्या विद्यालय में बच्चों के प्रयोग के लिए कम्प्यूटर है?		✓
अगर हाँ, तो क्या आपने बच्चों को कम्प्यूटर का इस्तेमाल करते हुए देखा?		

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SCHOOL OBSERVATION SHEET - ASER 2010

7. विद्यालय अनुदान से संबंधित जानकारी

मुख्याध्यापक से इसके बारे में पूछें। अगर वह अनुपस्थित है तो किसी उपस्थित अध्यापक से पूछें।

PS: इस टेबल में दी गई जानकारी आपको कहां से प्राप्त हुई? (उचित विकल्प पर गोला लगाएं)	मुख्य अध्यापक		शिक्षक		पैरा शिक्षक	
UPS: इस टेबल में दी गई जानकारी आपको कहां से प्राप्त हुई? (उचित विकल्प पर गोला लगाएं)	मुख्य अध्यापक ✓		शिक्षक		पैरा शिक्षक	

Apr 2009 - Mar 2010

SSA वार्षिक अनुदान		कक्षा कक्षों की संख्या	क्या आपको अनुदान प्राप्त हुआ? हाँ	नहीं	पता नहीं	अगर हाँ तो, कितनी धन राशि मिली? राशि	क्या पूरी राशि खर्च की? हाँ	नहीं	पता नहीं
स्कूल रखरखाव के लिए अनुदान	PS								
	UPS	5	✓			7500	✓		
स्कूल विकास अनुदान	PS	■							
	UPS	■	✓			2000		✓	
शिक्षक अनुदान (TLM) (कुल)	PS	■							
	UPS	■	✓			3500	✓		

Apr 2010 - Till now

SSA वार्षिक अनुदान		कक्षा कक्षों की संख्या	क्या आपको अनुदान प्राप्त हुआ? हाँ	नहीं	पता नहीं	अगर हाँ तो, कितनी धन राशि मिली? राशि	क्या पूरी राशि खर्च की? हाँ	नहीं	पता नहीं
स्कूल रखरखाव के लिए अनुदान	PS								
	UPS		✓			7500		✓	
स्कूल विकास अनुदान	PS	■							
	UPS	■	✓			2000		✓	
शिक्षक अनुदान (TLM) (कुल)	PS	■							
	UPS	■	✓			3500		✓	

8. अप्रैल 2009 से अब तक आपके स्कूल में इनमें से कौन-कौन से कार्य हुए :

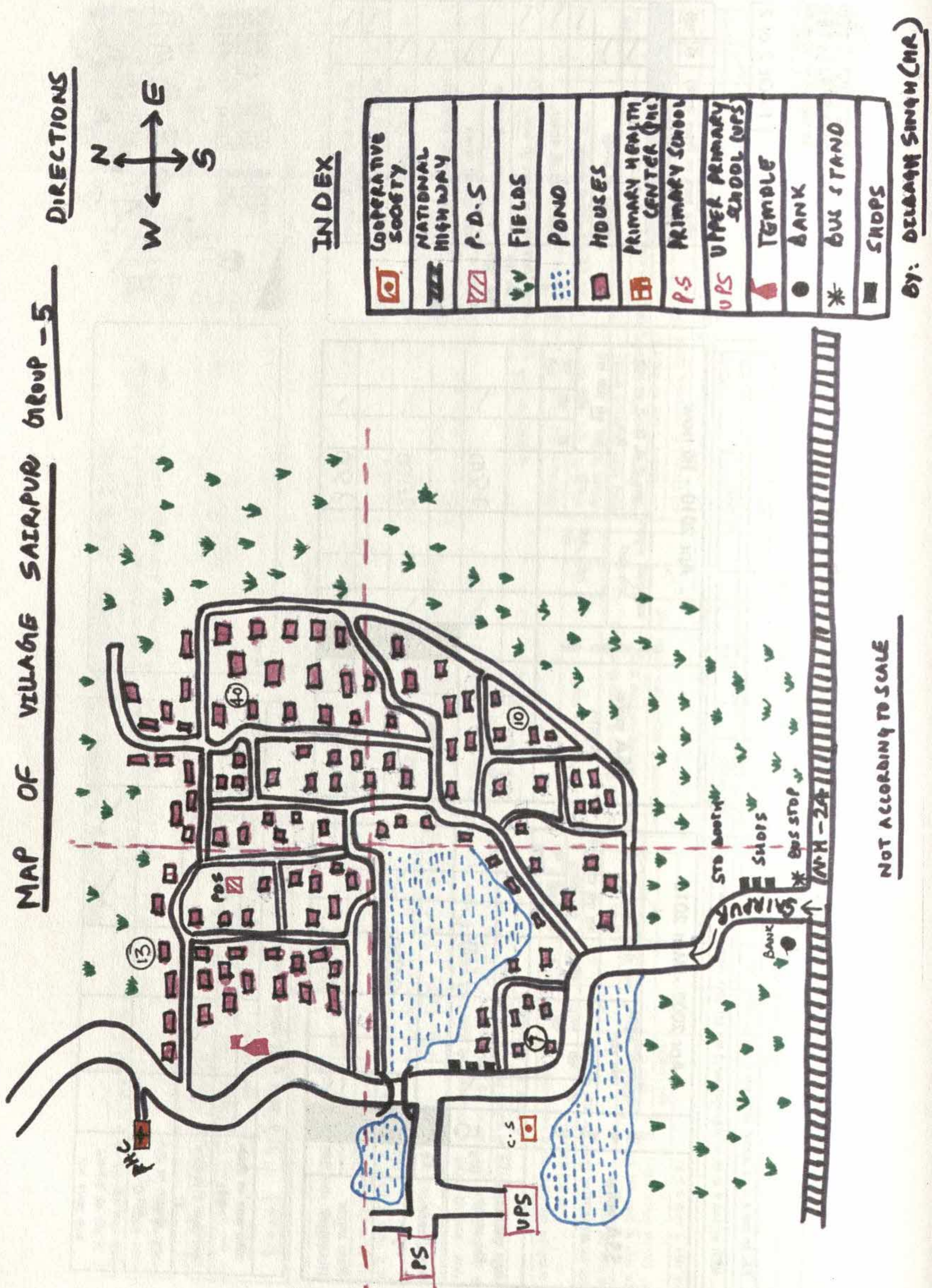
उचित स्थान पर निशान लगायें। पूछें	हाँ	नहीं
भवन निर्माण की मरम्मत	✓	
शौचालय की मरम्मत	✓	
हैंडपंप की मरम्मत		✓
विद्यालय छत की मरम्मत		✓
खेल के मैदान की मरम्मत		✓
स्कूल सीमा दिवार की मरम्मत	✓	
ब्लैक बोर्ड की मरम्मत	✓	
कक्षा सामग्री खरीदी (चॉक, डस्टर आदि)	✓	
अन्य सामग्री खरीदी (रजिस्टर)	✓	
टाट-पट्टी, चटाई आदि खरीदा		✓
सफेदी/चुने की पुताई कराई		✓

9. स्कूल में शौचालय की व्यवस्था (अवलोकन)

उचित स्थान पर निशान लगायें।	आम शौचालय हाँ	नहीं	अलग लड़कियों का शौचालय हाँ	नहीं	अलग लड़कों का शौचालय हाँ	नहीं
क्या स्कूल में शौचालय है?		✓	✓		✓	
क्या शौचालय पर ताला लगा था?				✓		✓
यदि ताला नहीं लगा था तो क्या यह इस्तेमाल करने लायक था?				✓	✓	

टिप्पणी :

VILLAGE MAP


MAP OF VILLAGE SAIRPUR GROUP _5
DIRECTIONS
N
E
W
S
INDEX
COOPERATIVE SOCIETY
NATIONAL HIGHWAY
P.D.S
FIELDS
POND
HOUSES
PRIMARY HEALTH CENTER (PHC)
PRIMARY SCHOOL
P.S
UPPER PRIMARY SCHOOL (UPS)
UPS
TEMPLE
BANK
BUS STAND
SHOPS
BY: DILBAGH SINGH (HR)
NOT ACCORDING TO SCALE
NH-24
BUS STOP
SHOPS
STD BOOTH
SAIRPUR
BANK
PDS
C.S
PS
UPS
PHC
13
40
10
7

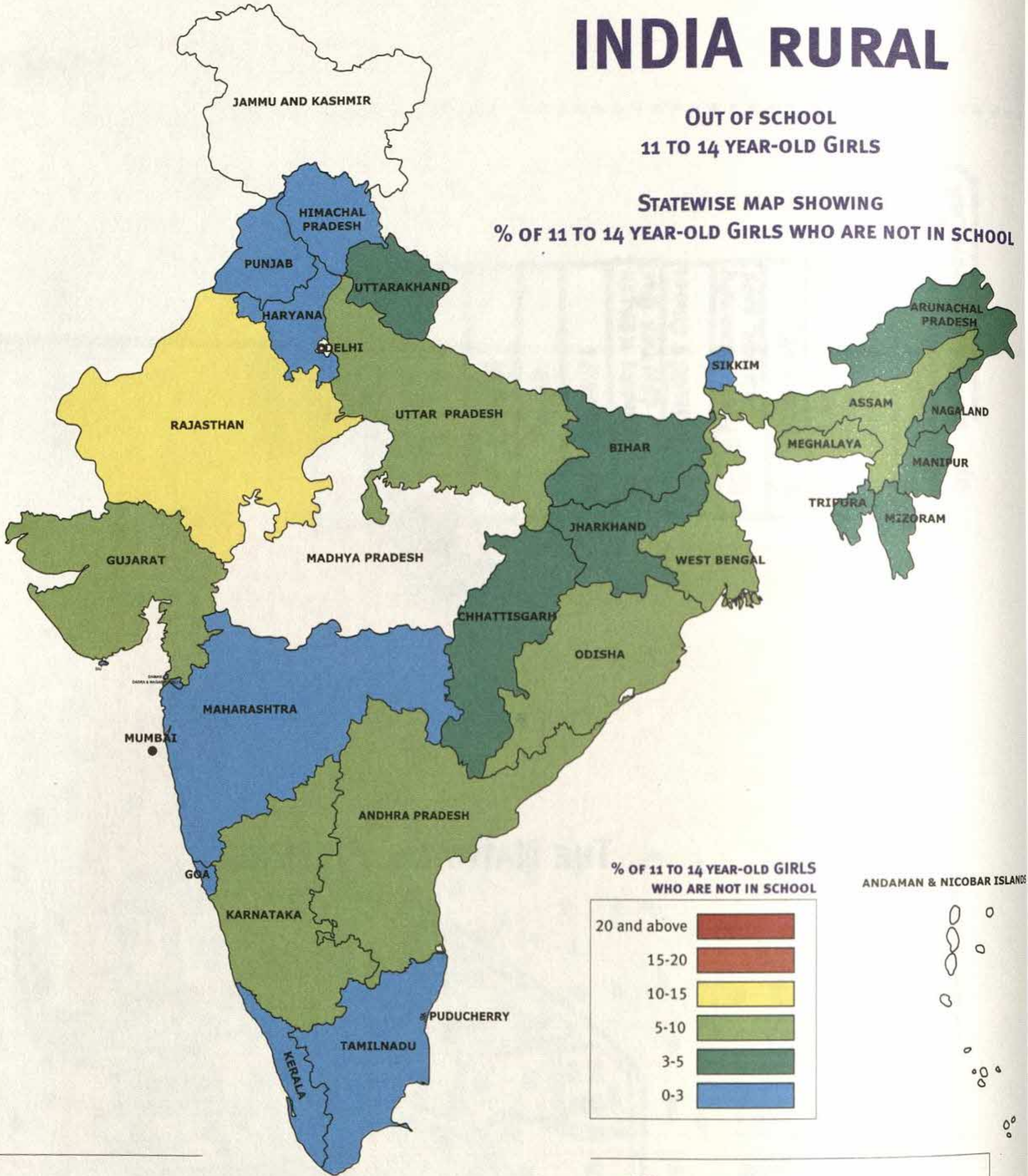
THE NATIONAL PICTURE

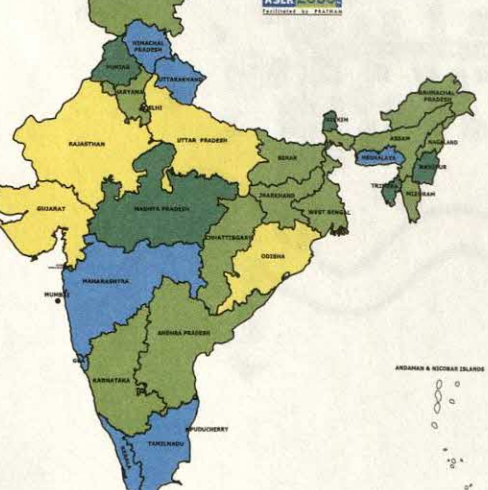
Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

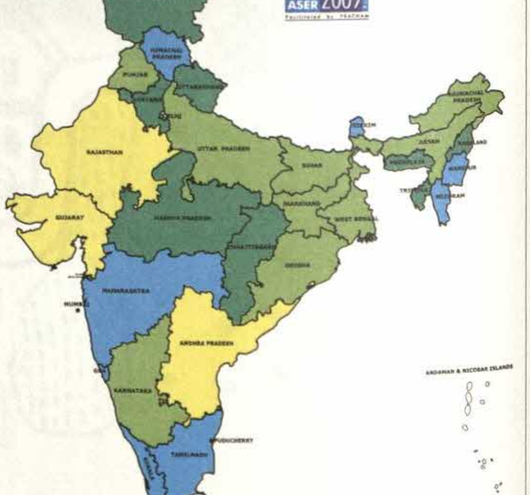
INDIA RURAL

OUT OF SCHOOL
11 TO 14 YEAR-OLD GIRLS

STATEWISE MAP SHOWING
% OF 11 TO 14 YEAR-OLD GIRLS WHO ARE NOT IN SCHOOL





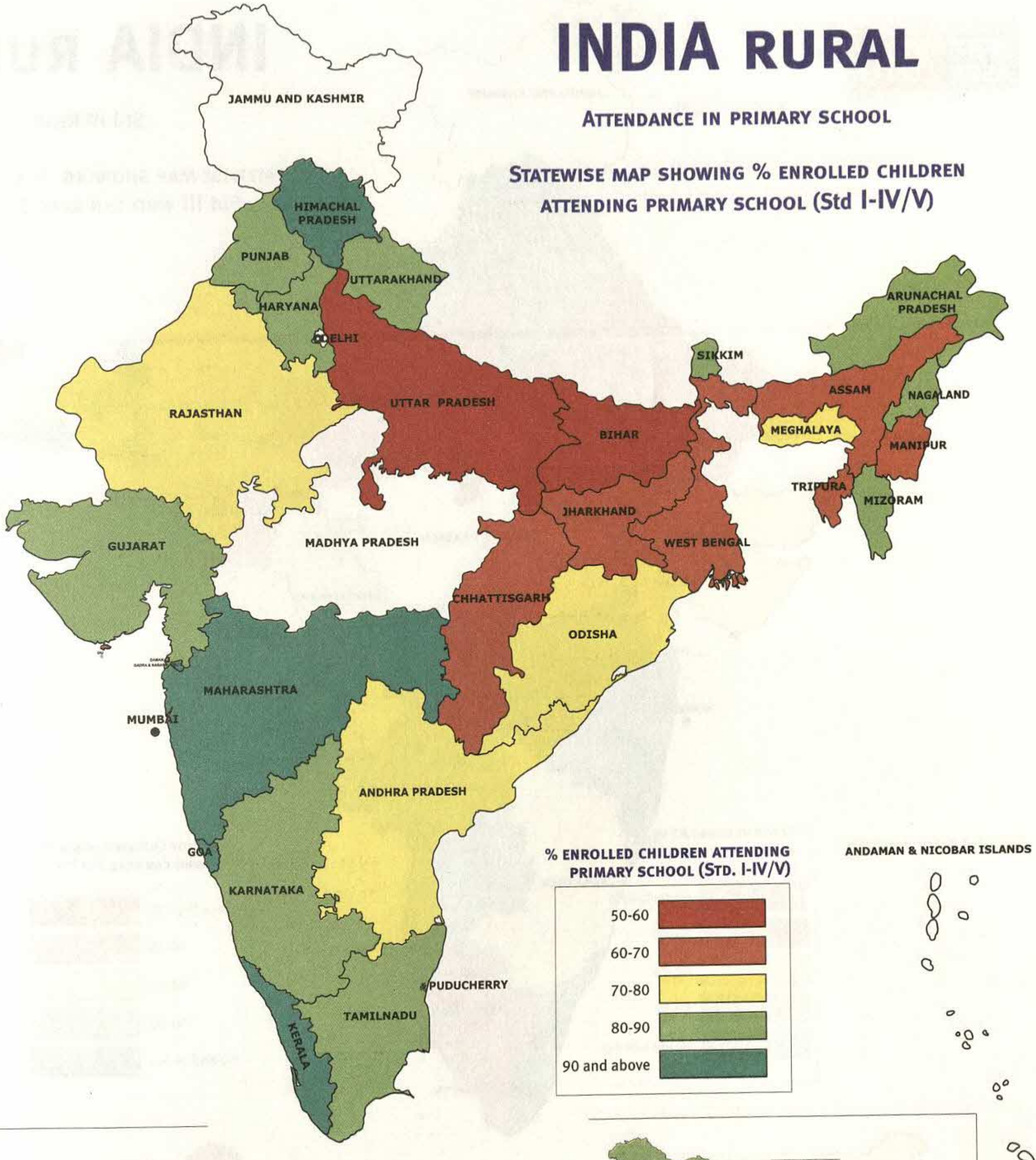


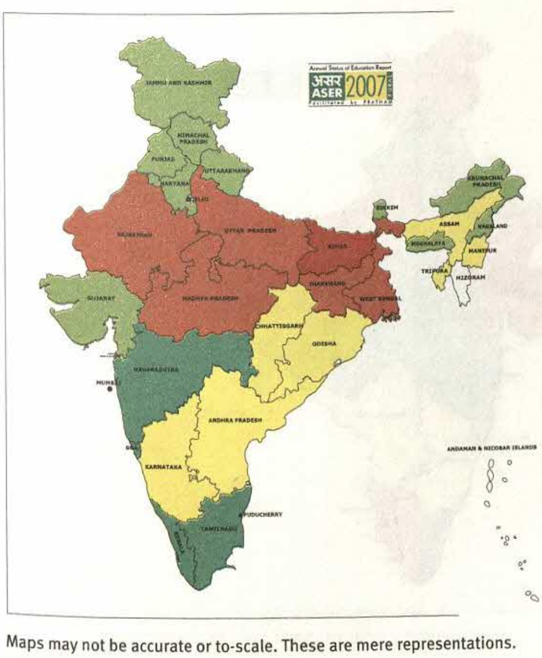
Maps may not be accurate or to-scale. These are mere representations.

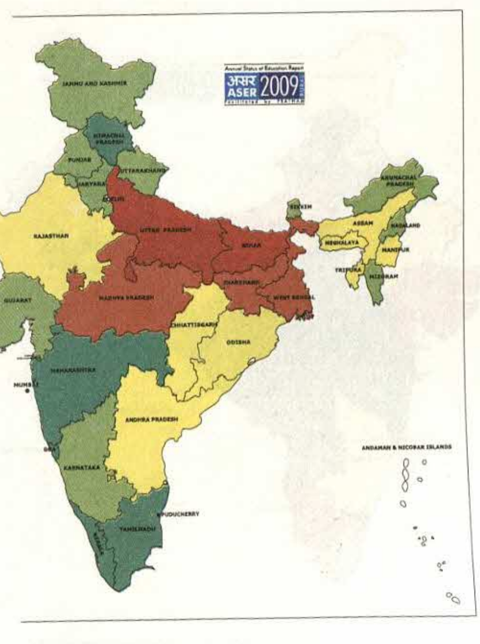
INDIA RURAL

ATTENDANCE IN PRIMARY SCHOOL

STATEWISE MAP SHOWING % ENROLLED CHILDREN ATTENDING PRIMARY SCHOOL (Std I-IV/V)







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Annual Status of Education Report
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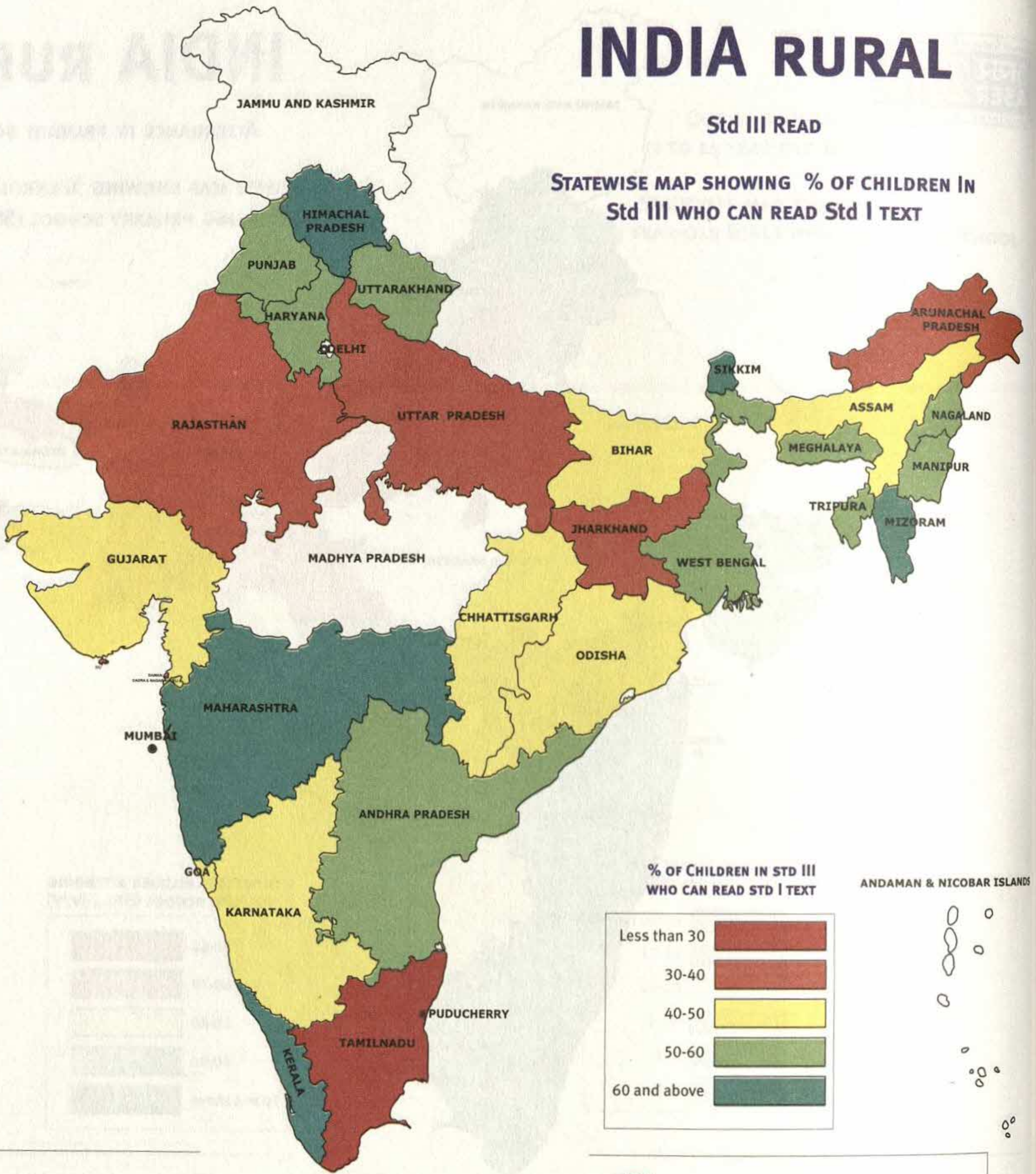
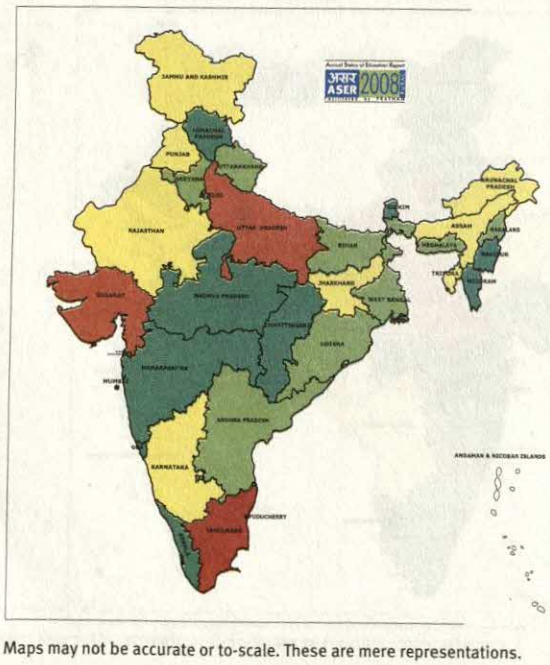
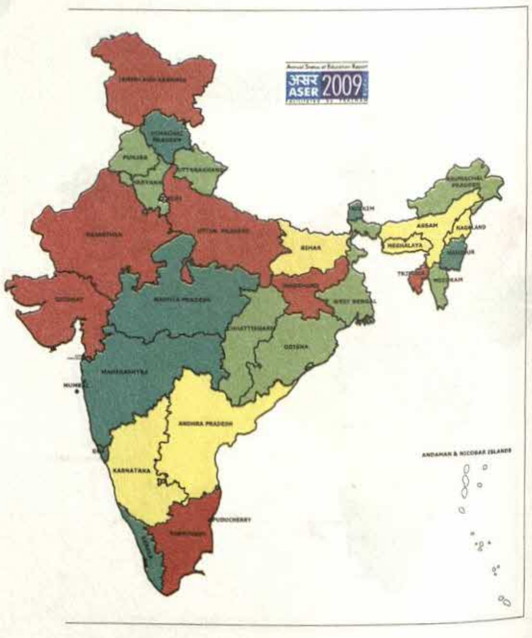
INDIA RURAL

Std III Read

Statewise map showing % of children in Std III who can read Std I text







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Annual Status of Education Report
असर ASER 2010 RURAL
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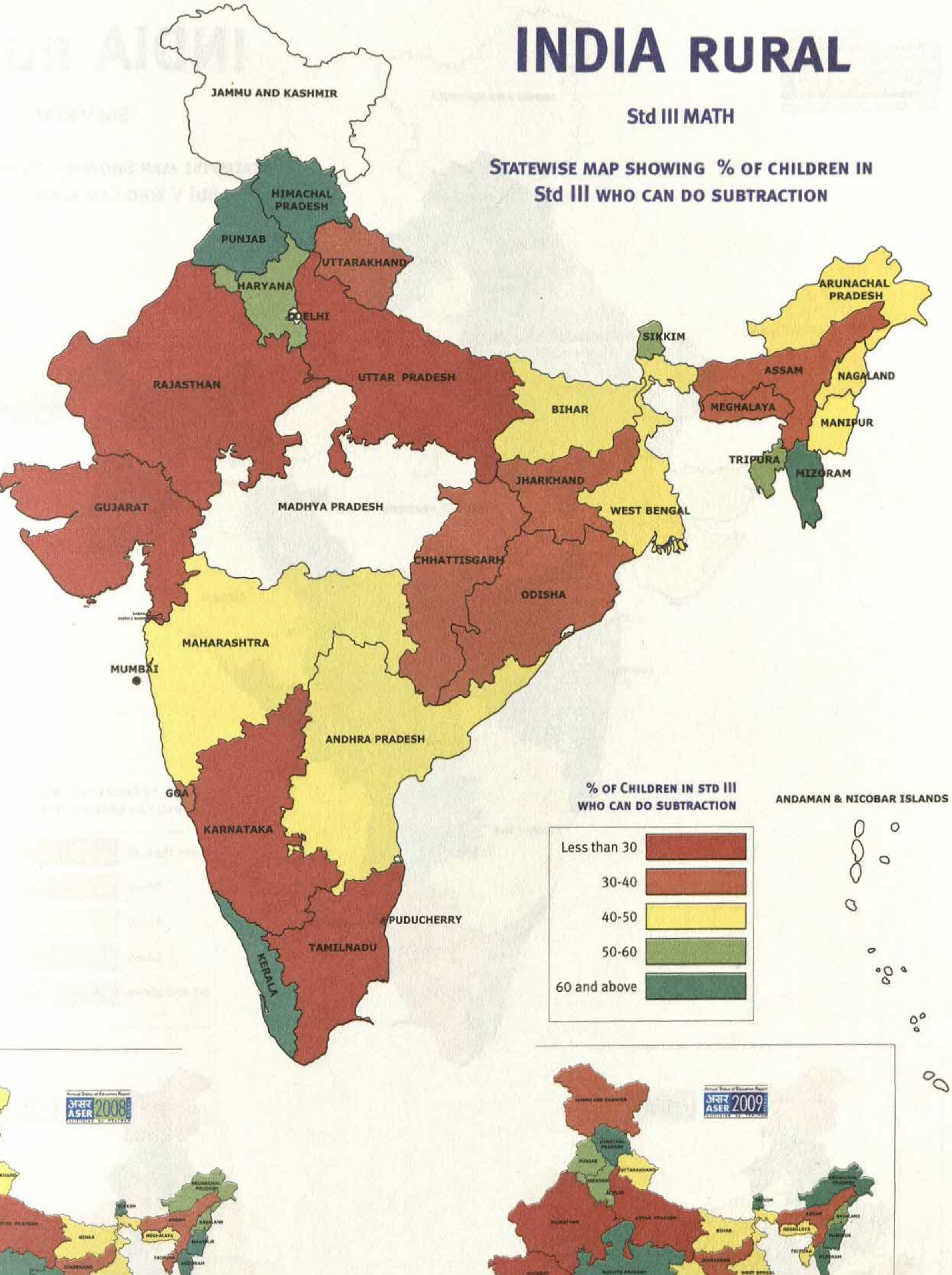
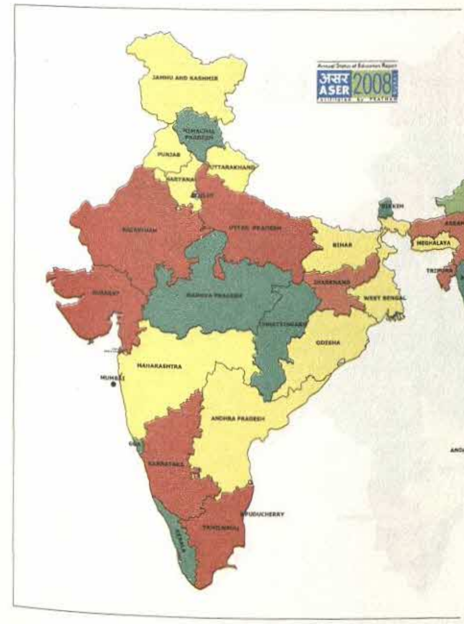
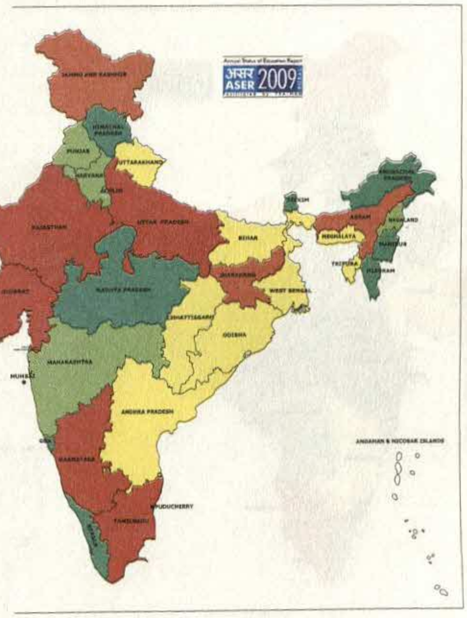
INDIA RURAL

Std III MATH

STATEWISE MAP SHOWING % OF CHILDREN IN Std III WHO CAN DO SUBTRACTION





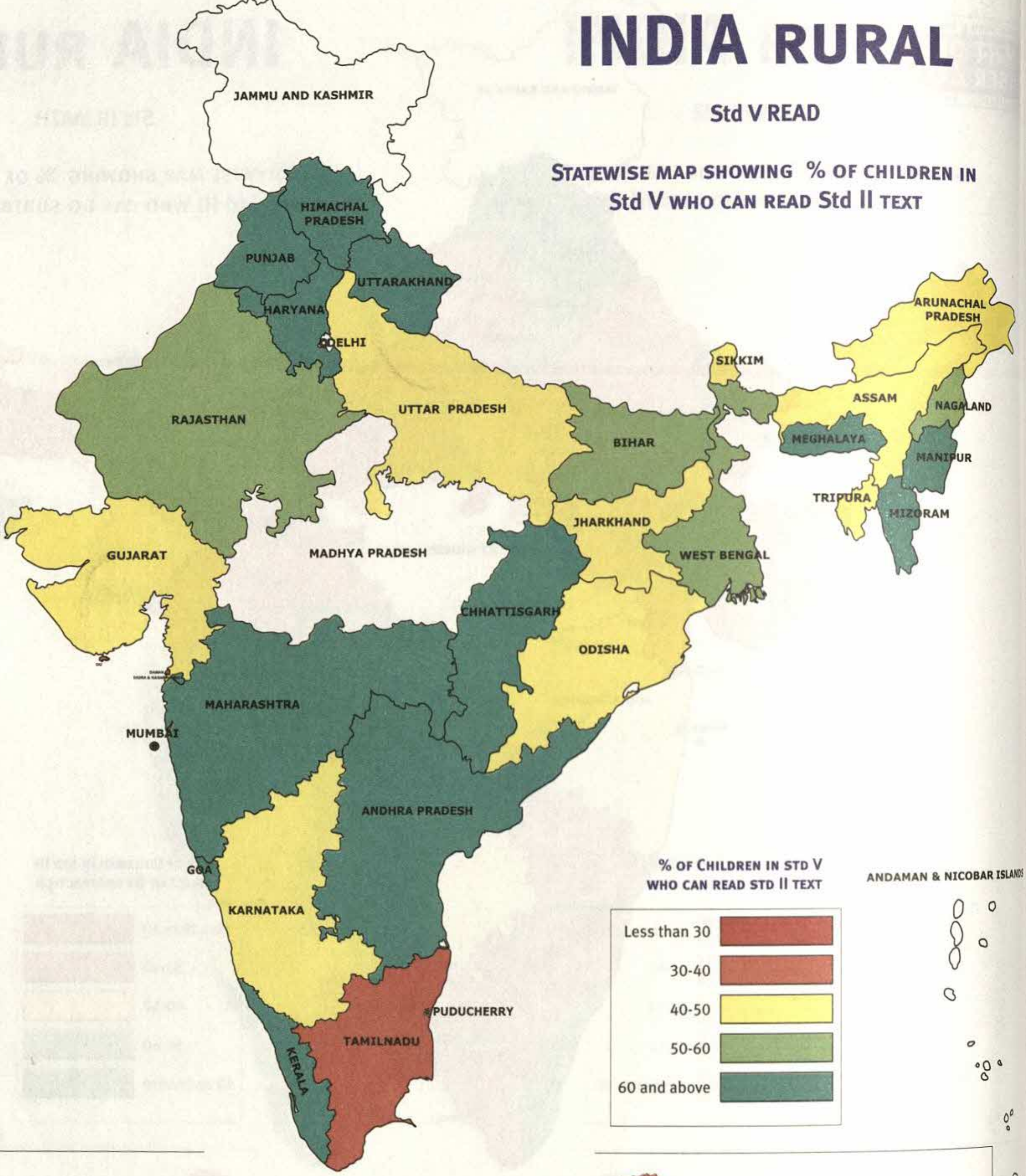


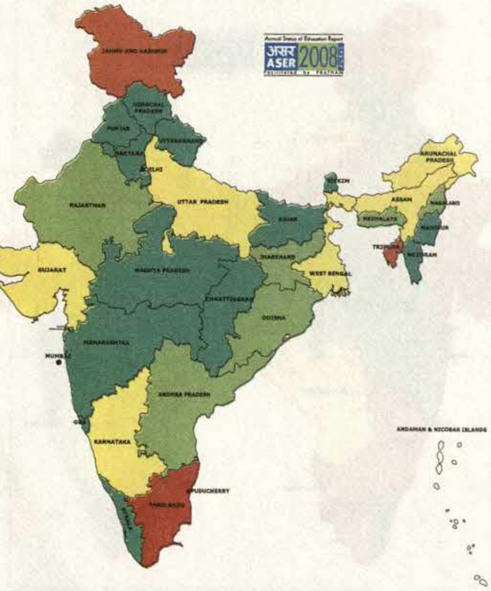
Maps may not be accurate or to-scale. These are mere representations.

INDIA RURAL

Std V READ

STATEWISE MAP SHOWING % OF CHILDREN IN Std V WHO CAN READ Std II TEXT



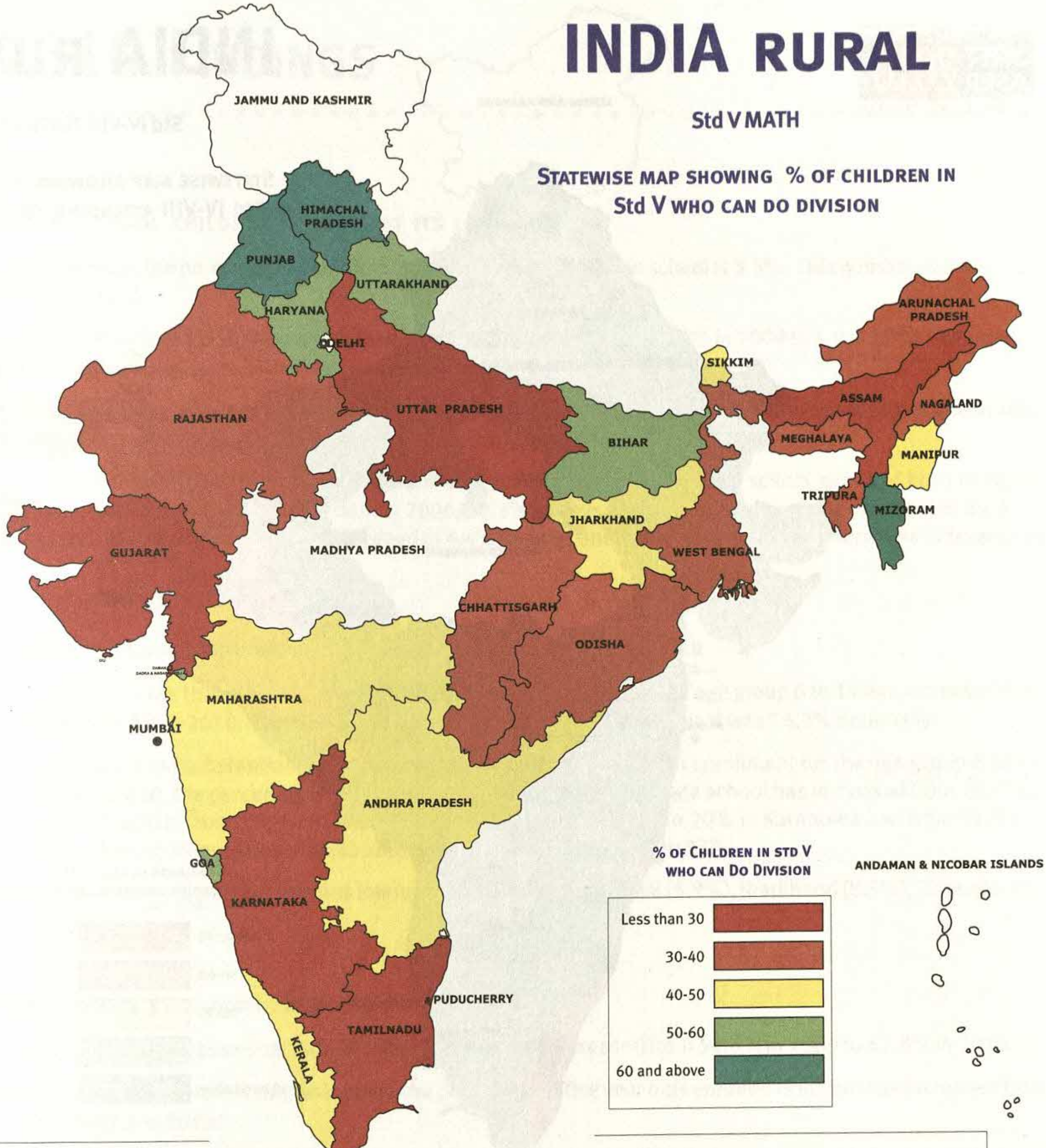


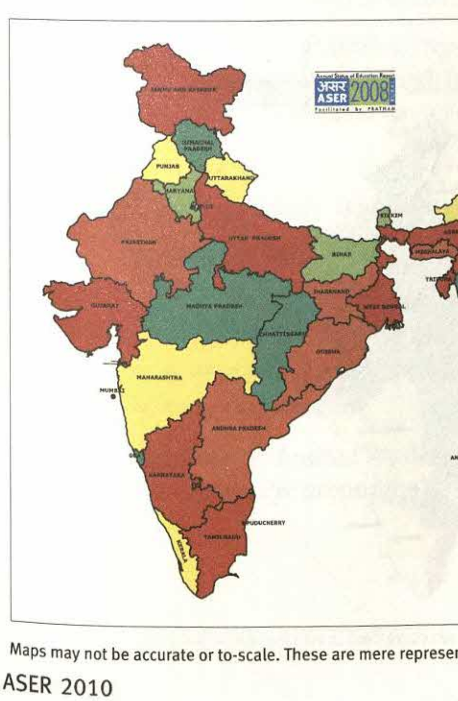
Maps may not be accurate or to-scale. These are mere representations.

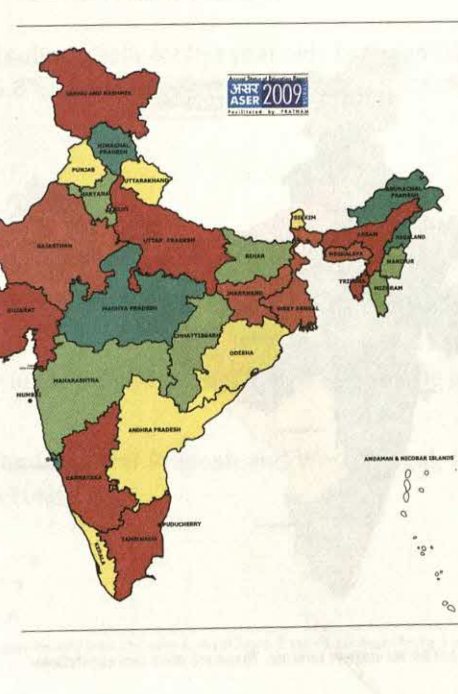
INDIA RURAL

Std V MATH

STATEWISE MAP SHOWING % OF CHILDREN IN Std V WHO CAN DO DIVISION





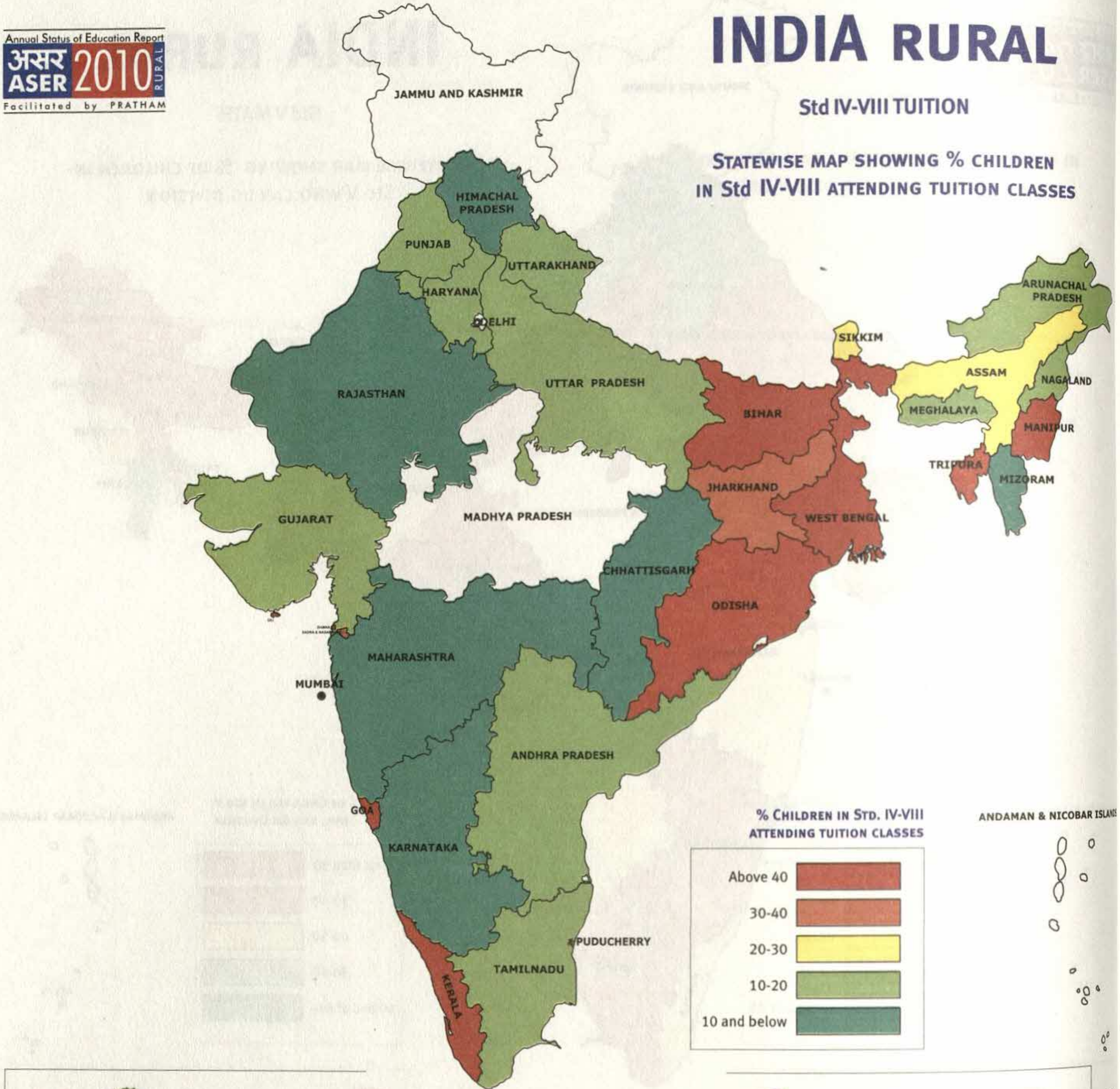


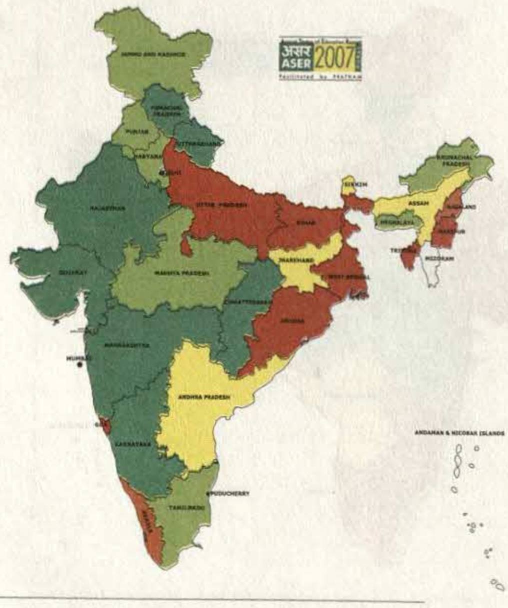
Maps may not be accurate or to-scale. These are mere representations.

INDIA RURAL

Std IV-VIII TUITION

STATEWISE MAP SHOWING % CHILDREN IN Std IV-VIII ATTENDING TUITION CLASSES





Maps may not be accurate or to-scale. These are mere representations.

ASER 2010 Findings

Percentage of out of school children in India at its lowest ever

- In 2010, for rural India, the percentage of children (age 6 to 14) not enrolled in school is 3.5%. This number was 4.0% last year and 6.6% in 2005.
- The proportion of girls (age 11-14) who are still out of school has declined from 6.8% in 2009 to 5.9 in 2010. This number was 11.2% in 2005.
- However, the percentage of out of school girls (11-14) is still high in some states like Rajasthan (12.1%) and Uttar Pradesh (9.7%) where the proportion remains largely unchanged since last year.
- Noteworthy in this regard is the performance of Bihar where the percentage of out of school girls and boys in all age groups has been declining steadily since 2005. In 2006, 12.3% of boys and 17.6% girls were out of school in the 11 to 14 age group. By 2010, these numbers had declined to 4.4% for boys and 4.6% for girls showing very little difference by gender.

Big increases in private school enrollment in some states since last year

- Overall, ASER 2010 shows that private school enrollment for rural children in the age group 6 to 14 has increased from 21.8% in 2009 to 24.3% in 2010. This number has risen steadily since 2005 when it was 16.3% nationally.
- The southern states show substantial increases over last year in private school enrollment for the age group 6 to 14. Between 2009 and 2010, the percentage of children (age 6-14) enrolled in private school has increased from 29.7% to 36.1% in Andhra Pradesh, from 19.7% to 25.1% in Tamil Nadu, from 16.8% to 20% in Karnataka and from 51.5% to 54.2% in Kerala. Among other states, Punjab shows an increase from 30.5% to 38%.
- Private school enrollment (age 6-14) remains low in Bihar (5.2%), West Bengal (5.9%), Jharkhand (8.8%), Orissa (5.4%) and Tripura (2.8%).

Increasing numbers of five year olds enrolled in school

- Nationally, the percentage of five year olds enrolled in school has increased from 54.6% in 2009 to 62.8% in 2010.
- The biggest increase is visible in Karnataka where the proportion of five year olds enrolled in school has increased from 17.1% in 2009 to 67.6 in 2010.[1]
- There are several other states where school enrollment has increased substantially for five year olds between 2009 and 2010. These include Punjab (68.3% to 79.6%), Haryana (62.8% to 76.8%), Rajasthan (69.9% to75.8%), Uttar Pradesh (55.7% to 73.1%) and Assam (49.1% to 59%).

Reading ability largely unchanged except in some states

- Nationally there is not much change in reading levels as compared to last year. Only 53.4% children in Std 5 can read a Std II level text. This suggests that even after five years in school, close to half of all children are not even at the level expected of them after two years in school.
- In Andhra Pradesh, Gujarat, Haryana and Rajasthan, there is increase in the proportion of children in Std I who are able to recognize letters.
- Similarly, in Andhra Pradesh, Gujarat, Assam, Himachal Pradesh, Punjab, Uttar Pradesh and West Bengal, there is increase in the proportion of children in Std V who can read Std II level text.

[1] This increase may be due to the fact that in April 2010 the Government of Karnataka reduced the minimum age of enrollment into primary school from 5 years 10 months to 5 years.

Small declines in math ability except in some states

- Nationally, there is a decline in the ability to do basic math (i.e. recognize numbers and do basic operations). T decrease of a few percentage points is visible across all classes. For example, the proportion of Std I children who recognize numbers (1-9) has declined from 69.3% in 2009 to 65.8% in 2010. The proportion of children in Std III who do two digit subtraction problems has decreased from 39% to 36.5% in the same period. The proportion of children in S V who can do simple division problems in Std V has dropped from 38% in 2009 to 35.9% in 2010.
- Punjab's performance in basic arithmetic has been improving over the last few years. For example, in Std II the percenta of children who can recognize numbers up to 100 was 56.3% in 2008. This number went up to 59.6% in 2009 and 70.4% in 2010. Similarly the proportion of Std IV children who can do subtraction has gone from 66.9% in 2008 to 81.4 in 2010. The percentage of Std V children who can do division has risen from 43.5% in 2008 to 69.8% in 2010.

Middle school children weak on everyday calculations

- In ASER 2010, children in Std V and above were asked a set of questions that involved calculations that people do everyday life. The tasks included calculations from a menu, using a calendar, estimating volume and calculating are
- Overall, in Std VIII, three quarters of all children were able to do the calculations based on the menu, about two thirds all children could use the calendar and only half could do the calculations related to area.
- The questions related to area seemed to be the most difficult for children to solve. Such problems are usually found textbooks in Std IV or V. Here, among Std VIII children, Kerala does best with 79% children able to solve the problem followed by Bihar at 69%.

Tuition going down for private school children

- Nationally, there is not much change between 2009 and 2010 in the proportion of children who are enrolled in governme schools and also take extra paid tuition classes. However there is a clear decrease in the incidence of tuition amon children enrolled in private schools across all classes till Std VIII.
- Some states like Bihar, West Bengal and Orissa have very low private school enrollments but high proportions of childre enrolled in government schools who also take tuition classes. For example, in 2010, in West Bengal 75.6% of Std children enrolled in government schools take tuition classes. This number for Bihar is 55.5% and 49.9% for Orissa.

ASER 2010 : Right to Education Report Card

RTE Norms for pupil teacher ratio

- At the all India level, more than half of all schools are in compliance with the RTE norms regarding pupil to teacher ratio. This means that over the next few years, about half of India's primary and upper primary schools will need more teachers.

RTE Norms for teacher to classroom ratio

- About 30% of visited schools had only 1 or 2 teachers, and the majority of these met the RTE norm of one room for each teacher. However for schools with more teachers, compliance was lower. 20% of schools with three teachers did not meet the norm. 30% of schools with four teachers did not meet the norm and this figure is 35% and above for schools with five or more teachers. This implies that at least a third of all primary and upper primary schools in rural India will need more classrooms to be built over the next few years.

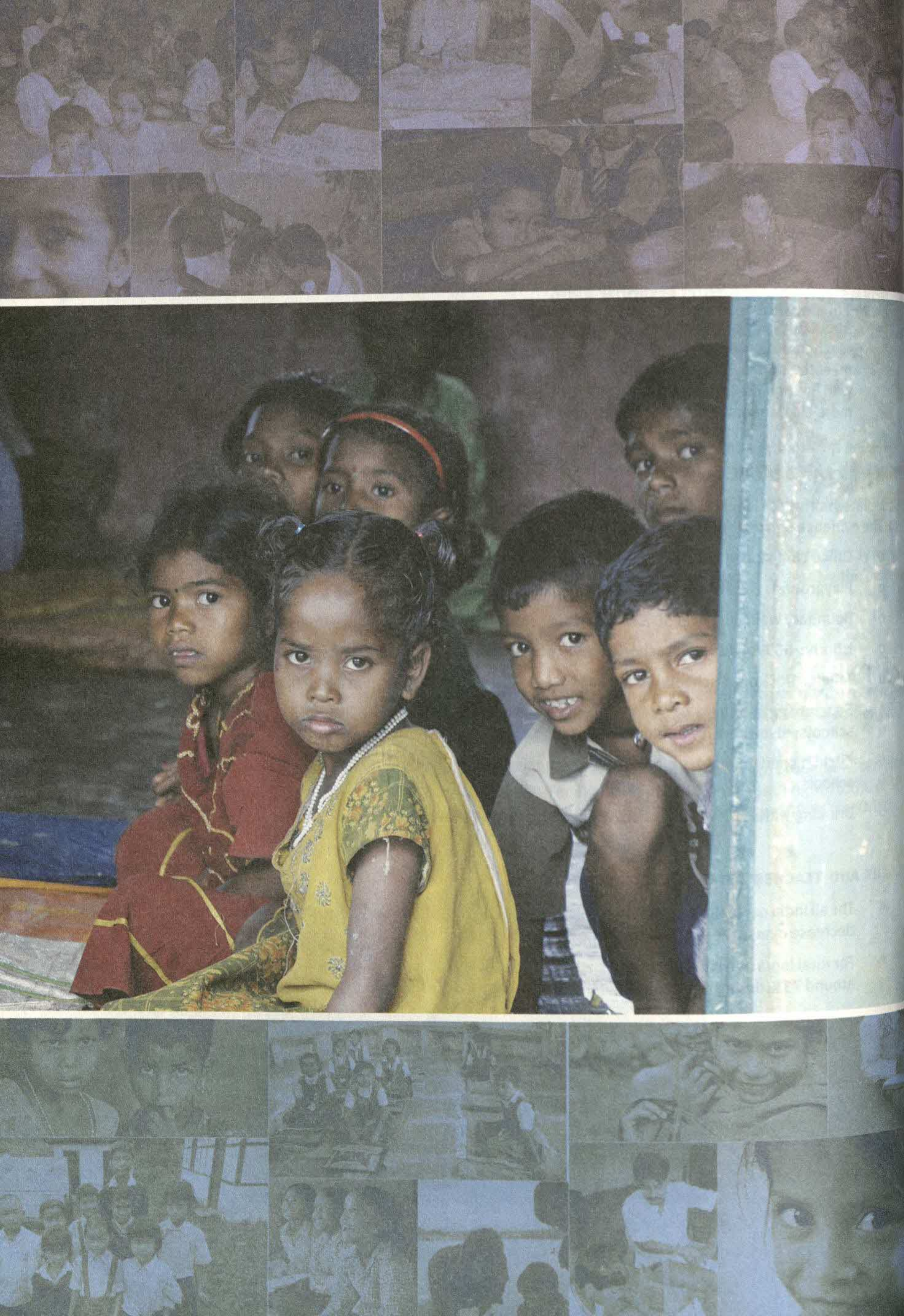
RTE Norms and school facilities

RTE stipulates norms for facilities that all schools should have. Some these RTE indicators were observed for the first time in ASER 2010. The evidence shows that in 2010:

- Office cum store: 75% of all visited schools had these.
- Playground: 62% of all visited schools had playgrounds.
- Boundary wall: Just over 50% of all visited schools had a boundary wall or fence.
- Library: 63% of all visited schools had a collection of books other than textbooks.
- Toilets: 90% of all schools visited had toilets. However, they were useable in only half of these schools.
- Separate girls' toilets: 70% of all schools visited had a separate girls' toilet. However, the toilet was useable in only 37% schools; elsewhere it was either locked or unusable.
- Kitchen shed for midday meals: 81% of schools had a kitchen shed. Midday meals were observed to be served in 83% schools.
- Drinking water: 72% of all schools had drinking water available.

Student and teacher attendance in schools

- The all India percentage of primary schools (Std 1-4/5) with all teachers present on the day of the visit shows a consistent decrease over three years, falling from 73.7 in 2007 to 69.2 in 2009 and 63.4 in 2010.
- For rural India as a whole, children's attendance shows no change over the period 2007-2010. Attendance remained at around 73% during this period. But there is considerable variation across states.



INDIA *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 522 OUT OF 583 DISTRICTS

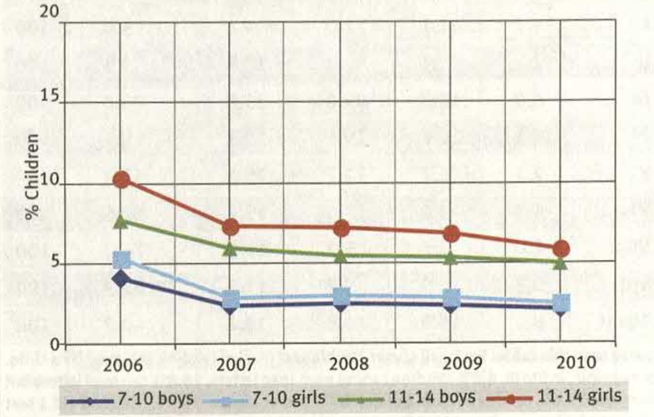
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	71.1	24.3	1.1	3.5	100
AGE: 7-16 ALL	68.8	24.5	1.0	5.7	100
AGE: 7-10 ALL	73.4	23.2	1.2	2.3	100
AGE: 7-10 BOYS	71.9	24.8	1.2	2.1	100
AGE: 7-10 GIRLS	75.1	21.3	1.1	2.5	100
AGE: 11-14 ALL	68.7	25.1	0.9	5.4	100
AGE: 11-14 BOYS	67.2	26.9	1.0	4.9	100
AGE: 11-14 GIRLS	70.3	22.9	0.9	5.9	100
AGE: 15-16 ALL	56.0	27.1	0.7	16.2	100
AGE: 15-16 BOYS	56.2	27.4	0.7	15.8	100
AGE: 15-16 GIRLS	55.8	26.7	0.8	16.8	100

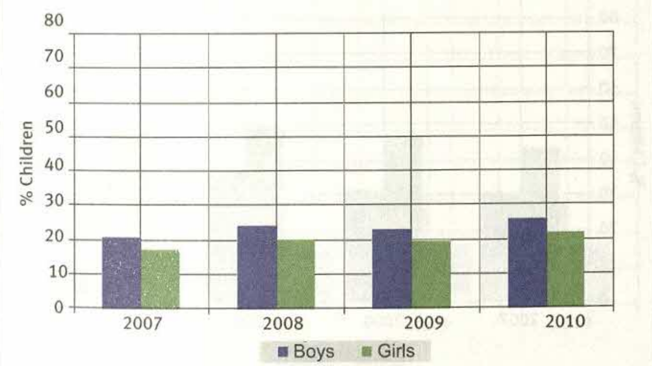
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 10.3% in 2006 to 7.3% in 2007 to 7.2% in 2008, 6.8% in 2009 and to 5.9% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 26.0% of all boys (age 6-14) were enrolled in private school and 22.3% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>25.5</td><td>43.2</td><td>18.5</td><td>7.5</td><td colspan="8">5.2</td><td>100</td></tr>
<tr><td>II</td><td>3.6</td><td>13.2</td><td>39.2</td><td>29.5</td><td>6.3</td><td>5.1</td><td colspan="6">3.1</td><td>100</td></tr>
<tr><td>III</td><td colspan="2">3.6</td><td>11.0</td><td>42.2</td><td>24.4</td><td>11.9</td><td colspan="6">7.0</td><td>100</td></tr>
<tr><td>IV</td><td colspan="3">3.7</td><td>13.7</td><td>33.5</td><td>33.4</td><td>6.2</td><td>6.0</td><td colspan="4">3.6</td><td>100</td></tr>
<tr><td>V</td><td colspan="4">5.2</td><td>7.4</td><td>45.1</td><td>22.5</td><td>12.1</td><td colspan="4">7.7</td><td>100</td></tr>
<tr><td>VI</td><td colspan="5">3.4</td><td>12.6</td><td>31.9</td><td>35.8</td><td>9.0</td><td colspan="3">7.3</td><td>100</td></tr>
<tr><td>VII</td><td colspan="6">5.3</td><td>7.7</td><td>43.0</td><td>27.3</td><td>10.8</td><td colspan="2">5.9</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="7">4.3</td><td>13.3</td><td>37.8</td><td>29.6</td><td>10.1</td><td>4.9</td><td>100</td></tr>
</table>

How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 42.2% children are 8 years old but there are also 11.0% who are 7, 24.4% who are 9, 11.9% who are 10 years old, etc.

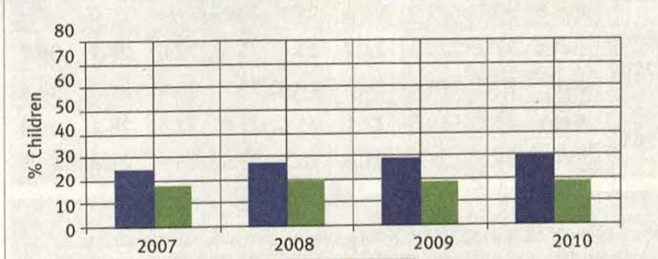
YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	63.2	7.1				29.7	100
AGE 4	63.0	18.0				19.0	100
AGE 5	22.3	5.3	39.4	22.2	1.1	9.7	100
AGE 6	5.5	2.3	62.5	23.6	1.2	4.9	100

Madhya Pradesh and Jammu and Kashmir data are not included in the provisional report.

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 92.5% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 29.7% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	34.0	41.1	17.0	4.4	3.4	100
II	12.1	32.4	32.4	13.9	9.1	100
III	6.0	18.8	29.6	25.7	20.0	100
IV	3.1	10.1	19.4	29.3	38.1	100
V	2.2	6.7	12.7	25.1	53.4	100
VI	1.3	4.0	7.6	19.7	67.5	100
VII	1.0	2.7	5.2	15.0	76.2	100
VIII	0.7	1.9	3.2	11.3	82.9	100
TOTAL	8.3	15.9	16.8	18.2	40.9	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 6.0% children cannot even read letters, 18.8% can read letters but not more, 29.6% can read words but not Std 1 text or higher, 25.7% can read Std 1 text but not Std 2 level text, and 20.0% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

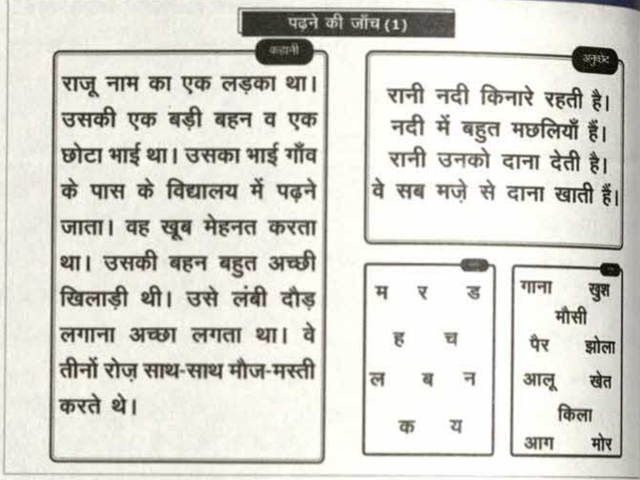


CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

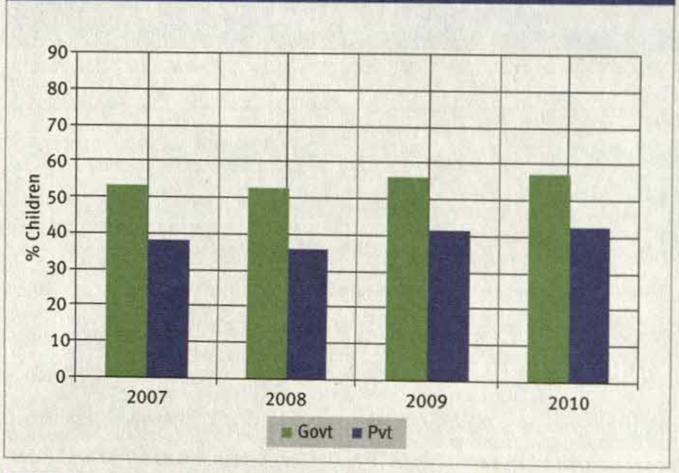
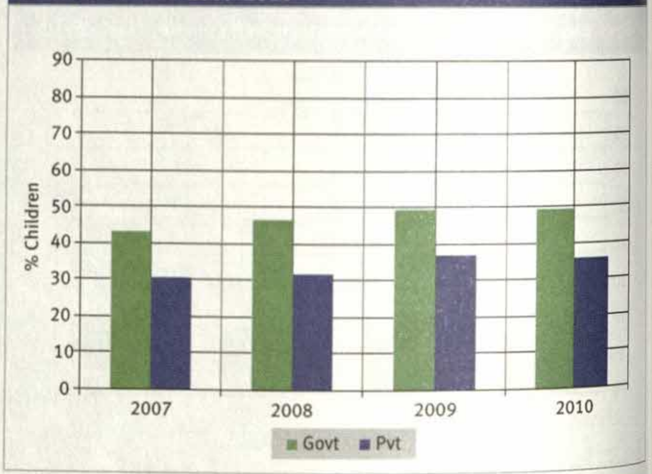


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	12.0	15.7	19.1	21.3	23.3	23.5	24.3	26.1
	PVT	19.5	23.0	25.0	25.9	26.2	24.1	25.0	24.8
2009	GOVT	17.1	20.3	22.3	23.4	25.4	27.6	28.1	30.7
	PVT	23.3	26.5	28.6	29.8	28.2	26.1	26.4	27.4
2010	GOVT	15.9	19.5	22.1	23.5	26.9	27.6	28.1	30.5
	PVT	18.5	21.4	23.8	25.8	23.9	23.9	23.8	21.9

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	34.2	42.1	18.2	3.4	2.1	100
II	12.1	34.9	36.0	12.8	4.3	100
III	5.6	21.0	36.9	27.0	9.4	100
IV	2.9	11.9	27.8	35.6	21.8	100
V	2.1	7.8	19.8	34.4	35.9	100
VI	1.2	4.5	14.1	30.8	49.3	100
VII	1.0	3.2	11.5	26.5	57.8	100
VIII	0.7	2.2	8.8	21.0	67.4	100
TOTAL	8.2	17.2	22.4	23.7	28.6	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 5.6% children cannot even recognize numbers 1-9, 21.0% can recognize numbers up to 10 but not more, 36.9 % can recognize numbers upto 100 but cannot do subtraction, 27.0% can do subtraction but not division, and 9.4% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

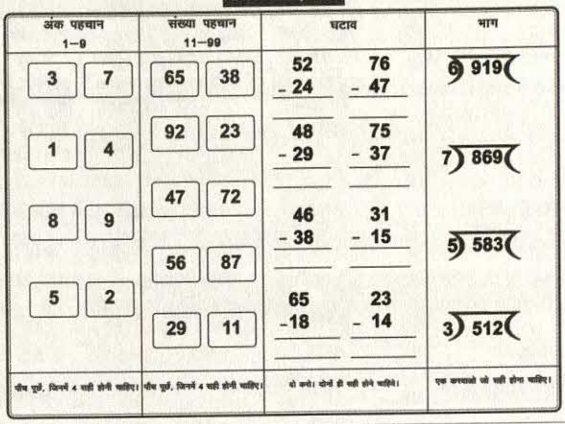


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

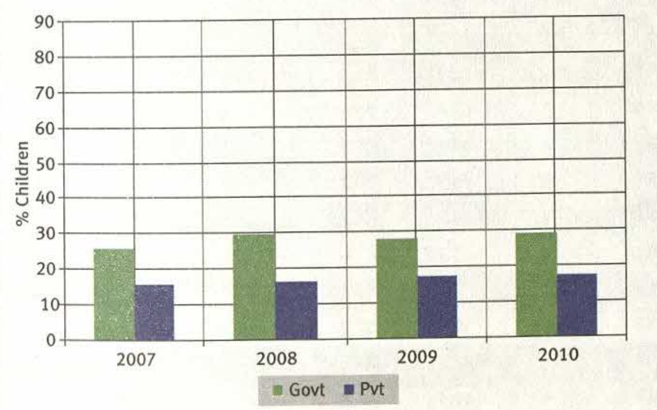
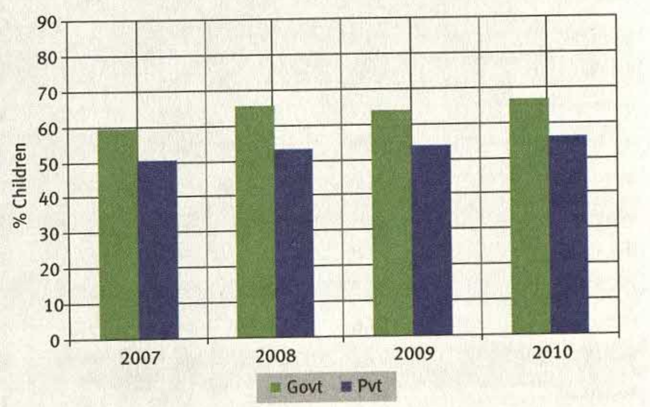


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



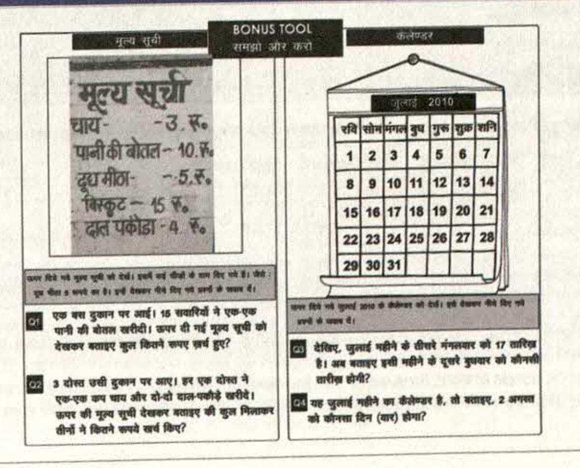
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu			Calendar			Area			Estimation		
	Neither	One	Both	Neither	One	Both	Neither	One	Both	Neither	One	Both
V	32.9	14.3	52.8	47.6	13.9	38.6	64.0	9.0	27.0	53.7	10.4	35.9
VI	23.8	14.0	62.2	37.3	14.1	48.6	53.8	10.9	35.4	44.4	11.3	44.3
VII	17.9	13.6	68.5	29.5	14.2	56.2	46.1	12.4	41.5	38.0	11.1	50.9
VIII	13.7	11.8	74.5	23.6	13.2	63.3	37.3	12.0	50.7	31.7	10.6	57.8

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF STATES

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Andhra Pradesh	81.5	3.3	36.1	18.3	85.7	88.5	69.8	63.7	66.8	57.8	34.1	50.9
Arunachal Pradesh	40.3	2.5	16.7	12.9	92.1	93.7	57.5	61.7	53.0	45.7	28.1	39.0
Assam	73.9	5.0	14.5	20.7	75.5	77.1	59.2	46.5	66.6	47.9	27.6	46.2
Bihar	79.6	3.5	5.2	55.8	68.5	68.2	63.8	63.1	73.7	63.9	54.9	55.8
Chhattisgarh	88.9	1.9	10.1	2.8	87.6	87.4	69.6	57.1	64.0	47.2	28.6	47.5
Dadra Nagar Haveli	78.7	1.7	7.5	36.7	90.1	88.7	70.7	57.5	78.6	72.8	65.9	72.2
Daman Diu	99.3	0.4	29.1	53.0	85.9	85.9	59.2	49.0	67.7	43.1	20.3	43.0
Goa	79.9	0.4	31.1	49.4	95.4	95.1	69.3	62.2	86.0	78.8	60.6	69.2
Gujarat	88.4	4.0	10.7	13.0	81.6	79.6	63.0	46.6	67.6	53.4	33.0	49.3
Haryana	78.7	1.1	41.8	16.4	88.0	88.8	72.4	69.3	71.3	59.5	46.1	52.4
Himachal Pradesh	92.2	0.3	25.3	9.9	92.1	92.6	81.6	77.5	67.4	55.9	36.8	49.8
Jharkhand	79.9	3.8	8.8	33.8	71.5	72.6	58.9	53.8	66.4	56.5	46.6	48.5
Karnataka	93.2	3.1	20.0	8.7	85.6	85.2	59.6	44.5	57.9	46.7	26.8	39.7
Kerala	90.7	0.1	54.2	42.6	98.2	98.1	86.9	79.2	81.4	82.0	67.3	78.7
Maharashtra	93.4	1.1	26.4	9.9	94.8	93.9	85.5	67.6	73.4	61.6	37.3	51.1
Manipur	62.1	1.8	66.1	42.5	95.4	95.7	72.4	69.1	60.2	61.3	33.8	61.8
Meghalaya	46.7	7.2	46.8	16.1	91.3	89.0	76.5	63.8	70.2	57.6	41.7	51.1
Mizoram	66.4	2.2	13.0	5.6	95.2	93.7	89.2	84.3	84.1	65.5	34.4	44.7
Nagaland	52.8	2.2	36.1	17.9	97.9	98.1	69.4	65.3	63.6	43.0	14.0	47.6
Odisha	85.2	4.5	5.4	52.5	76.1	71.9	61.4	52.1	63.2	50.0	30.7	36.5
Puducherry	99.6	0.1	30.9	35.0	70.0	63.2	71.3	59.1	67.2	61.3	59.0	58.5
Punjab	82.1	1.7	38.0	17.2	87.7	88.4	73.8	78.8	74.4	64.7	44.5	51.2
Rajasthan	61.8	5.8	33.4	8.5	70.0	70.8	57.4	49.5	64.9	49.6	35.8	40.3
Sikkim	77.4	1.9	21.9	26.9	96.6	97.5	76.4	72.8	71.3	53.6	28.4	40.4
TamilNadu	91.5	1.0	25.1	19.5	63.0	67.5	52.5	43.2	64.3	44.9	33.7	44.1
Tripura	95.8	1.8	2.8	77.2	95.3	95.4	70.0	65.3	46.4	39.8	21.1	45.1
Uttar Pradesh	44.9	5.2	39.3	11.4	67.3	66.6	52.7	40.2	50.2	33.0	31.8	37.8
Uttarakhand	80.2	1.7	29.0	12.9	80.5	78.8	71.0	62.9	71.8	61.8	50.3	54.7
West Bengal	90.1	4.6	5.9	76.0	86.6	86.8	68.5	60.4	49.1	39.3	22.9	36.9
Total	**75.7**	**3.5**	**24.3**	**26.3**	**76.6**	**76.6**	**64.0**	**54.9**	**63.7**	**50.9**	**38.1**	**46.5**

Madhya Pradesh and Jammu and Kashmir data are not included in the provisional report.

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	9230	9389	7710
Std I-VII/VIII: Primary + Upper Primary	4836	5359	5311
Total schools visited	14066	14748	13021

Table 10: Teacher attendance

Type of school	Std I-IV/V 2007	2009	2010	Std I-VII/VIII 2007	2009	2010
% Teachers present (average)	90.9	89.1	86.9	87.3	88.6	86.3
% Schools with no teacher present	0.2	0.4	0.3	0.2	0.2	0.1
% Schools with all teachers present	73.7	69.2	63.4	53.7	57.0	52.0

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	3.1	2.3
Headteacher appointed but not present on day of visit	12.7	9.3
Headteacher appointed & present on day of visit	84.2	88.4
Total	100.0	100.0

Table 12: Student attendance

Type of school	Std I-IV/V 2007	2009	2010	Std I-VII/VIII 2007	2009	2010
% Enrolled children present (average)	73.4	74.3	73.5	75.6	77.0	74.0
% Schools with less than 50% enrolled children present	12.3	11.4	13.0	11.8	8.9	12.8
% Schools with 75% or more enrolled children present	53.5	55.3	54.6	60.6	61.7	55.7

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	92.2	70.4
Computers but no children using them at time of visit	3.2	13.5
Computers and children using them at time of visit	4.6	16.1
Total	100.0	100.0

Table 14: Multigrade classes

% Schools in which	Std I-IV/V 2007	2009	2010	Std I-VII/VIII 2007	2009	2010
Std II children sitting with one or more other classes	54.0	55.8	53.9	50.4	53.1	53.1
Std IV children sitting with one or more other classes	47.6	51.0	47.9	42.0	43.9	40.4

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	7269	55.1	31.7	13.2	7140	83.0	5.6	11.4
Development grant	7030	49.7	36.4	13.8	6761	78.1	9.2	12.7
Teacher grant (TLM)	7312	62.1	27.9	10.0	6616	85.9	6.2	7.9

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	8426	75.1	14.5	10.4	7140	83.0	5.6	11.4
Development grant	8081	67.6	21.2	11.2	6761	78.1	9.2	12.7
Teacher grant (TLM)	8446	81.9	10.8	7.3	6616	85.9	6.2	7.9

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

Madhya Pradesh and Jammu and Kashmir data are not included in the provisional report.

Right to Education Indicators

Table 17: Schools by enrollment 2010

School enrollment	Number of schools	% of schools
1-60	2286	17.9
61-90	1615	12.7
91-120	1528	12.0
> 120	7335	57.5
Total	12764	100.0

Table 18: Pupil to teacher ratio compared to RTE norms 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	42.5	27.5	30.0					100
61-90	46.9		21.3	31.8				100
91-120	57.8			17.1	25.1			100
> 120	41.3				11.9	46.8		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 21.3% of schools are at norm (i.e. have 3 teachers), 46.9% are below the norm and 31.8% are above the norm.

Table 19: Schools by number of teachers 2010

Number of teachers	Number of schools	% of schools
1	1293	11.4
2	1940	17.1
3	1818	16.0
4	1548	13.6
5	1182	10.4
6	904	8.0
≥7	2666	23.5
Total	11351	100.0

Table 20: Teacher to classroom ratio compared to RTE norms 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	1.6	18.7	79.8						100
2	7.8		28.4	63.9					100
3	19.7			24.8	55.5				100
4	30.7				27.0	42.3			100
5	38.1					26.8	35.1		100
6	45.5						18.9	35.6	100
≥7	34.1							65.9	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 24.8% of schools are at norm (i.e. have 3 classrooms), 19.7% are below the norm and 55.5% are above the norm.

Table 21: Facilities compared to RTE norms 2010

% of schools with		
Building	Office/Store/Office cum store	74.5
	Playground	62.1
	Boundary wall	52.2
Drinking water	No facility for drinking water	17.4
	Facility but no drinking water available	10.5
	Drinking water available	72.2
Toilet	No toilet facility	10.1
	Facility but toilet not useable	38.8
	Toilet useable	51.1
Girls toilet	% Schools with no separate provision for girls toilets	29.3
	Of schools with separate girls toilets, % schools where	
	Toilet locked	19.9
	Toilet not useable	14.0
	Toilet useable	36.8
TLM	Teaching learning material in Std 2	80.4
	Teaching learning material in Std 4	75.9
Library	No library	36.9
	Library but no books being used by children on day of visit	24.4
	Library books being used by children on day of visit	38.7
MDM	Kitchen shed for cooking midday meal	81.3
	Midday meal served in school on day of visit	83.4

Note: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

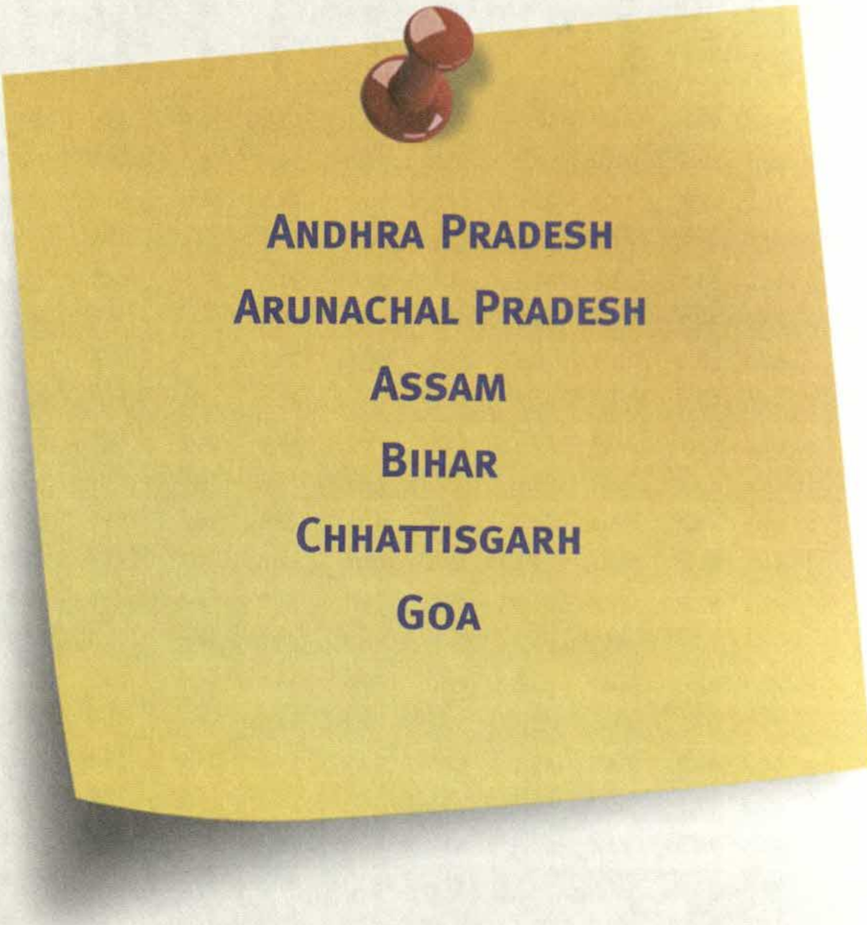
Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

Performance of Schools on RTE Indicators

TABLE 22		PTR & CLASSROOM		SCHOOL FACILITIES							TEACHING LEARNING MATERIAL			
		% Schools complying with		% Schools that have:							% Schools that have:			
State Name	Number of schools visited	RTE norms on pupil teacher ratio or better	RTE norms on teacher classroom ratio	Office/ Store/ Office Cum Store	Playground	Boundary Wall	Drinking water provision & available	Toilet available and usable	Girls toilets available and useable	Kitchen shed for cooking midday meal	Library books available	Library books in use by children	TLM observed in Std 2	TLM observed in Std 4
Andhra Pradesh	632	64.3	53.4	64.7	70.3	52.7	64.8	44.3	29.5	66.9	92.0	77.6	90.2	87.6
Arunachal Pradesh	259	82.5	79.8	77.0	59.2	25.1	53.2	31.8	15.8	64.0	13.0	6.3	39.4	34.4
Assam	519	35.2	67.7	57.3	61.5	19.3	60.9	34.9	14.0	80.0	20.8	10.5	71.4	67.1
Bihar	967	68.7	48.2	68.6	48.0	47.5	78.7	37.1	20.5	63.6	52.9	28.2	70.8	64.1
Chhatisgarh	425	48.2	64.2	78.6	44.7	48.5	77.6	32.7	22.2	86.2	72.9	36.5	88.5	83.2
Dadra Nagar Haveli	26	72.7	73.3	32.0	88.5	64.0	76.0	28.0	21.7	100.0	76.0	60.0	87.5	81.3
DamanDiu	9	100.0	80.0	87.5	75.0	87.5	87.5	33.3	37.5	100.0	87.5	50.0	100.0	100.0
Goa	50	50.0	88.6	28.6	85.7	75.5	60.0	31.3	25.0	31.8	84.0	66.0	95.7	94.7
Gujarat	623	83.3	84.2	80.2	75.4	84.5	79.3	68.1	54.7	88.4	83.8	48.5	95.6	94.8
Haryana	528	64.6	75.1	85.9	79.9	82.4	74.6	73.7	59.1	51.0	64.6	31.6	72.2	67.6
Himachal Pradesh	261	61.3	76.7	75.5	76.0	37.3	83.2	60.8	44.7	82.0	80.3	41.3	91.5	87.5
Jharkhand	547	41.6	81.2	84.1	38.5	26.8	73.7	31.0	24.1	73.4	61.6	28.4	82.9	76.1
Karnataka	769	85.2	82.8	71.8	66.2	59.0	75.8	43.5	36.7	92.8	92.4	64.8	97.3	92.6
Kerala	275	93.3	80.3	88.3	76.7	82.1	85.7	68.2	50.6	98.1	83.1	62.4	98.5	96.6
Maharashtra	902	72.7	87.6	34.2	85.0	57.6	69.0	55.0	45.2	78.3	86.1	66.5	97.2	94.7
Manipur	125	77.3	62.5	68.1	72.3	11.1	5.1	41.9	9.3	59.2	9.2	5.9	48.7	38.4
Meghalaya	110	54.7	84.2	33.6	45.5	13.8	23.9	27.4	15.9	59.4	22.0	15.6	40.0	26.8
Mizoram	174	89.9	57.6	80.1	40.7	35.5	48.5	56.2	30.8	96.5	6.4	1.7	40.2	36.0
Nagaland	223	93.5	78.6	83.6	63.8	43.3	37.0	56.2	31.1	81.9	13.3	9.2	48.3	43.5
Odisha	741	35.0	74.0	74.6	44.5	40.7	70.3	50.9	39.4	74.3	65.3	46.8	81.3	76.9
Pondicherry	41	100.0	92.0	100.0	95.1	85.4	97.6	35.0	22.5	75.6	97.6	97.6	100.0	100.0
Punjab	449	50.3	76.9	78.9	69.1	82.8	83.1	68.8	57.2	94.6	95.9	66.0	91.8	89.2
Rajasthan	896	60.5	82.0	91.2	51.9	70.1	68.0	69.7	54.5	83.8	63.7	23.3	76.1	72.1
Sikkim	69	98.4	61.3	92.7	79.7	14.5	76.8	68.1	42.2	95.7	44.1	26.5	64.7	70.7
TamilNadu	662	56.1	75.2	55.0	68.7	60.9	80.5	50.9	40.4	96.7	79.1	57.8	95.4	93.3
Tripura	98	83.2	60.0	88.8	89.7	19.0	40.0	47.3	30.3	88.4	35.4	19.8	52.7	32.3
Uttar Pradesh	1896	21.3	81.6	88.6	60.8	44.4	82.2	49.2	35.6	89.3	48.6	22.9	73.5	69.6
Uttarakhand	337	18.8	87.4	87.9	67.4	67.0	68.3	56.4	26.9	96.3	47.7	20.4	82.4	79.1
West Bengal	408	36.2	64.8	79.3	42.0	34.1	67.2	56.2	26.5	86.0	49.5	31.8	71.7	65.3
All India	**13021**	**55.8**	**75.6**	**74.5**	**62.1**	**52.2**	**72.2**	**51.1**	**36.8**	**81.3**	**63.1**	**38.7**	**80.4**	**75.9**

NOTE: For each indicator, total observations vary because of missing data.


ANDHRA PRADESH
ARUNACHAL PRADESH
ASSAM
BIHAR
CHHATTISGARH
GOA

ANDHRA PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 22 OUT OF 22 DISTRICTS

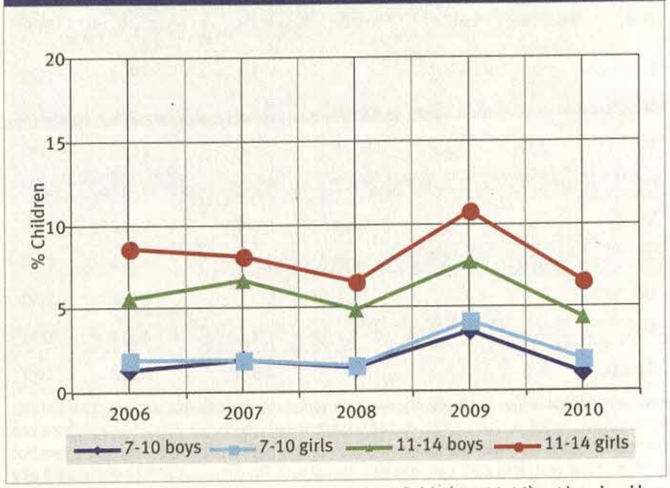
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	60.3	36.1	0.3	3.3	100
AGE: 7-16 ALL	60.5	33.1	0.3	6.1	100
AGE: 7-10 ALL	57.7	40.5	0.3	1.5	100
AGE: 7-10 BOYS	52.8	45.9	0.2	1.1	100
AGE: 7-10 GIRLS	62.7	35.1	0.3	1.9	100
AGE: 11-14 ALL	65.1	29.0	0.4	5.5	100
AGE: 11-14 BOYS	61.0	34.2	0.3	4.5	100
AGE: 11-14 GIRLS	69.2	23.9	0.4	6.6	100
AGE: 15-16 ALL	55.6	25.2	0.3	18.9	100
AGE: 15-16 BOYS	55.7	26.4	0.3	17.7	100
AGE: 15-16 GIRLS	55.6	23.9	0.3	20.2	100

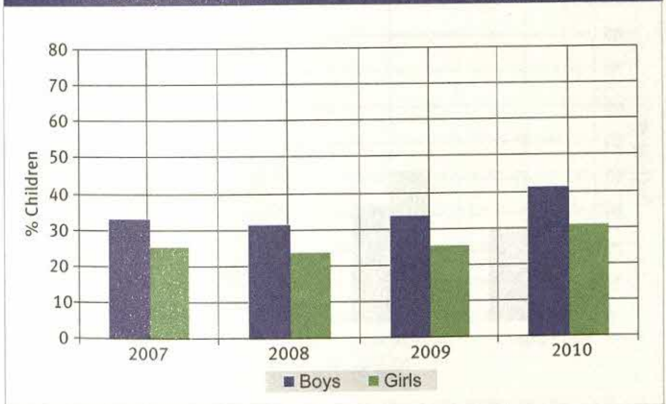
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 8.6% in 2006 to 8.1% in 2007 to 6.6% in 2008, 10.8% in 2009 and to 6.6% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 41.3% of all boys (age 6-14) were enrolled in private school and 30.9% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>22.4</td><td>41.6</td><td>22.6</td><td>8.7</td><td>2.1</td><td colspan="7">2.5</td><td>100</td></tr>
<tr><td>II</td><td>2.1</td><td>12.2</td><td>45.6</td><td>24.0</td><td>10.5</td><td>4.2</td><td colspan="6">1.5</td><td>100</td></tr>
<tr><td>III</td><td colspan="2">2.9</td><td>13.0</td><td>44.8</td><td>24.5</td><td>10.9</td><td colspan="6">4.0</td><td>100</td></tr>
<tr><td>IV</td><td colspan="3">2.7</td><td>12.3</td><td>45.3</td><td>26.7</td><td>8.7</td><td>3.1</td><td colspan="4">1.2</td><td>100</td></tr>
<tr><td>V</td><td colspan="4">3.8</td><td>9.1</td><td>51.1</td><td>23.5</td><td>9.0</td><td>2.2</td><td colspan="3">1.3</td><td>100</td></tr>
<tr><td>VI</td><td colspan="5">2.1</td><td>12.3</td><td>47.2</td><td>29.9</td><td>6.6</td><td>1.5</td><td colspan="2">0.5</td><td>100</td></tr>
<tr><td>VII</td><td colspan="6">4.1</td><td>10.4</td><td>51.2</td><td>24.7</td><td>7.4</td><td>1.4</td><td>1.0</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="6">1.4</td><td>2.2</td><td>15.5</td><td>55.3</td><td>21.2</td><td>3.2</td><td>1.1</td><td>100</td></tr>
</table>

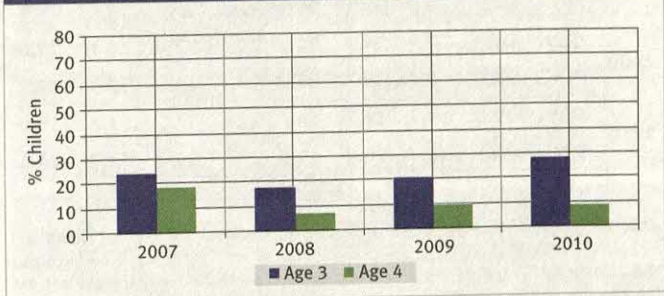
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 44.8% children are 8 years old but there are also 13% who are 7, 24.5% who are 9, 10.9% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	63.8	8.0				28.2	100
AGE 4	57.1	33.8				9.1	100
AGE 5	17.2	10.5	27.9	39.9	0.3	4.2	100
AGE 6	2.3	5.3	44.2	46.0	0.2	2.0	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 96.4% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 28.2% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	21.3	45.9	22.7	7.1	3.1	100
II	6.8	27.7	39.8	17.8	7.9	100
III	2.8	13.7	33.5	27.0	23.0	100
IV	1.4	7.3	17.7	30.2	43.5	100
V	0.8	4.7	10.4	23.8	60.3	100
VI	1.0	2.5	6.8	17.7	72.1	100
VII	0.6	1.7	5.1	13.0	79.6	100
VIII	0.3	1.1	3.1	9.2	86.3	100
TOTAL	4.5	13.4	17.7	18.5	45.9	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 2.8% children cannot even read letters, 13.7% can read letters but not more, 33.5% can read words but not Std 1 text or higher, 27% can read Std 1 text but not Std 2 level text, and 23% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

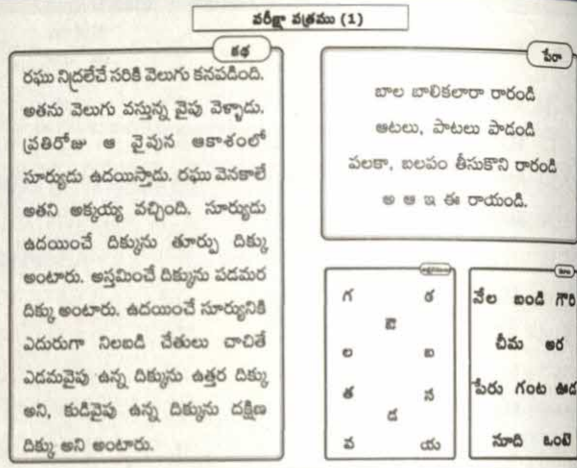


CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

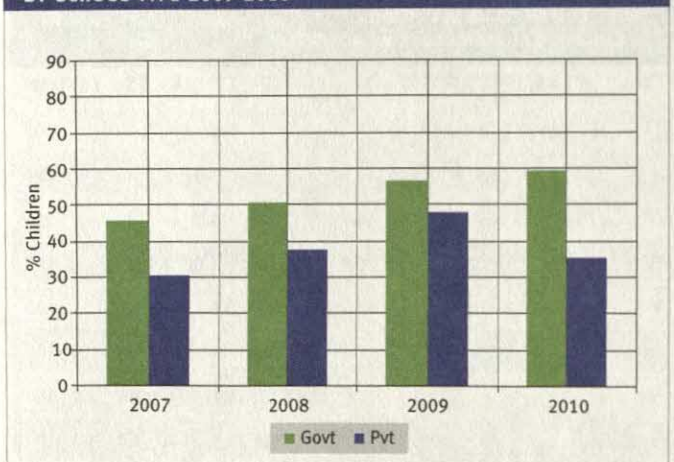
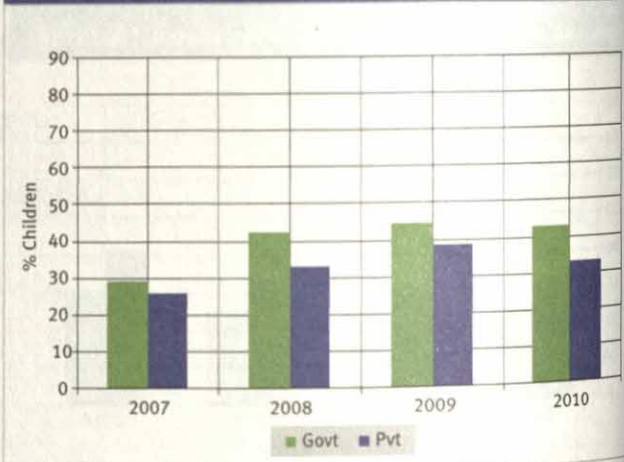


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	11.0	16.4	17.0	18.6	20.8	17.3	24.6	13.5
	PVT	24.8	29.0	33.1	31.5	37.6	31.7	36.7	28.5
2009	GOVT	21.2	22.9	24.7	22.3	24.7	22.4	24.1	19.8
	PVT	31.6	40.6	36.7	37.4	37.1	40.4	35.3	39.2
2010	GOVT	12.0	13.7	14.7	14.7	12.6	17.3	13.2	13.0
	PVT	23.5	26.3	25.0	29.8	26.4	32.9	22.9	24.4

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	18.3	40.6	35.8	3.4	1.9	100
II	4.2	20.7	54.7	17.7	2.7	100
III	2.3	9.4	44.3	35.2	8.7	100
IV	1.3	4.3	27.4	43.0	24.0	100
V	0.7	2.7	18.3	37.7	40.5	100
VI	0.4	1.3	12.9	33.4	52.1	100
VII	0.5	1.2	12.1	26.3	59.9	100
VIII	0.2	0.8	8.1	21.7	69.2	100
TOTAL	3.6	10.4	27.1	27.6	31.4	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 2.3% children cannot even recognize numbers 1-9, 9.4% can recognize numbers up to 10 but not more, 44.3% can recognize numbers upto 100 but cannot do subtraction, 35.2% can do subtraction but not division, and 8.7% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

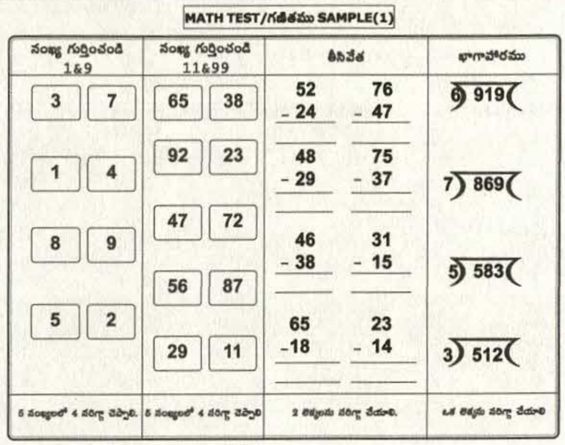


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

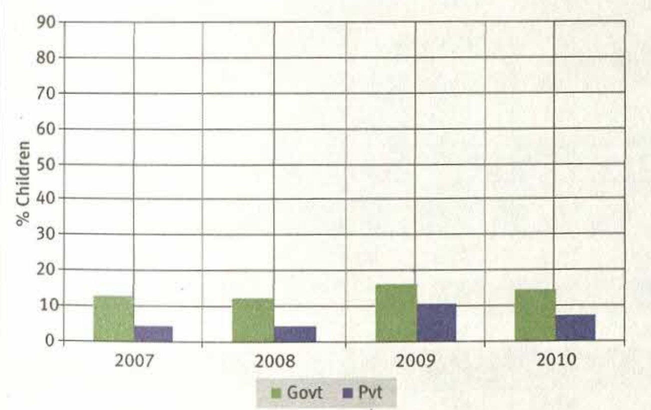
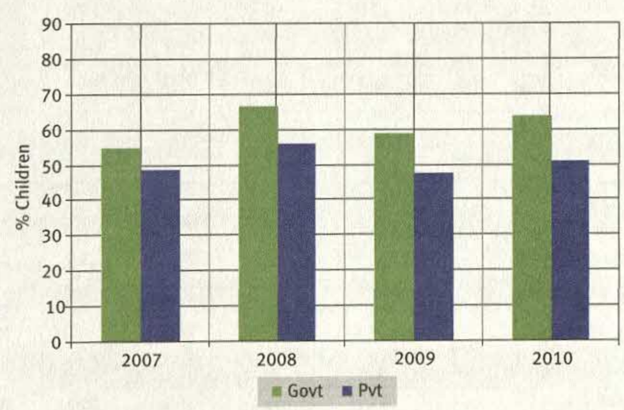


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



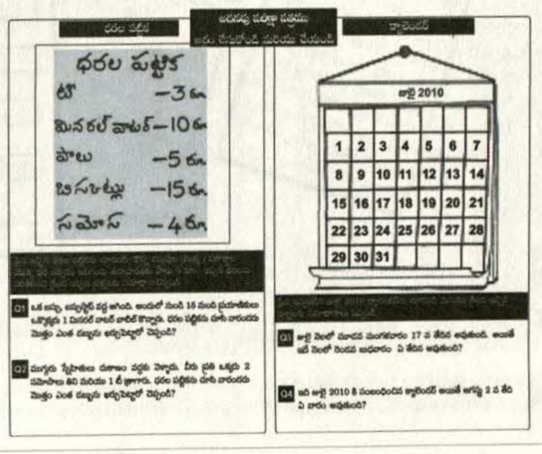
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu			Calendar			Area			Estimation		
	Neither	One	Both	Neither	One	Both	Neither	One	Both	Neither	One	Both
V	25.1	18.4	56.6	38.5	16.7	44.8	69.4	10.2	20.4	46.7	14.5	38.8
VI	18.2	15.5	66.3	26.5	16.4	57.1	55.1	15.0	30.0	36.5	15.0	48.4
VII	15.3	15.2	69.6	23.0	16.6	60.4	47.3	16.2	36.5	33.5	13.8	52.7
VIII	10.0	14.4	75.6	16.0	14.2	69.8	35.6	14.3	50.1	24.3	11.1	64.6

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

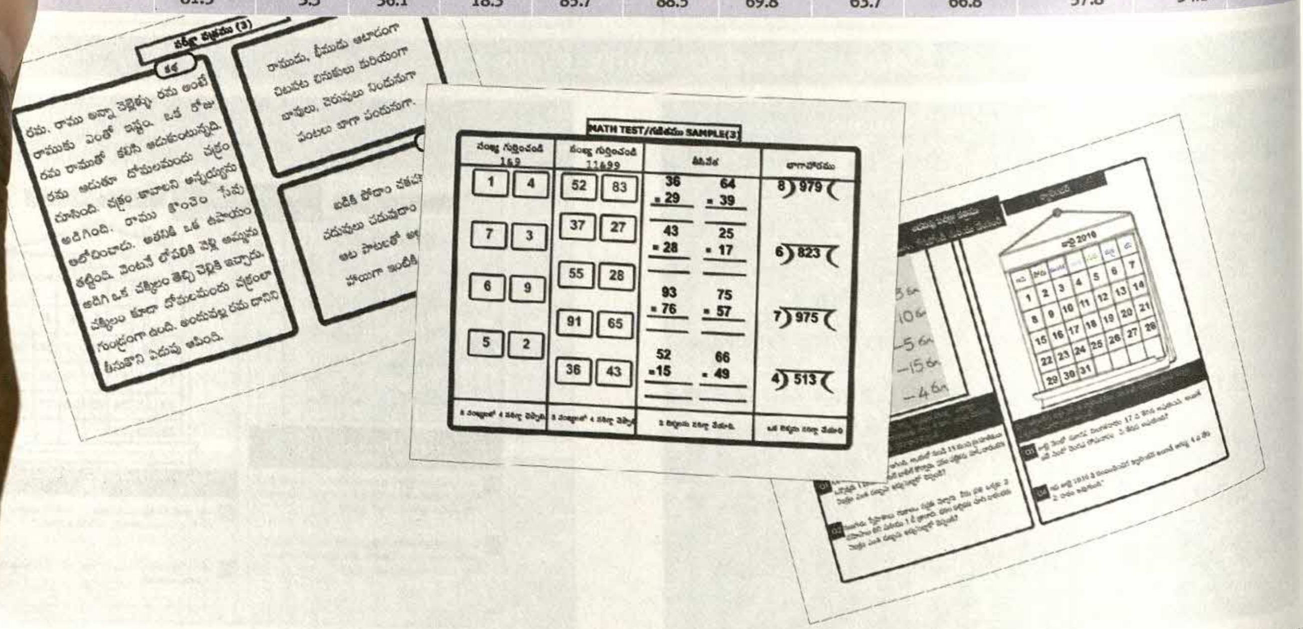
EVERYDAY MATH TOOL



ANDHRA PRADESH *RURAL*

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Adilabad	71.3	4.4	25.7	3.7	84.0	85.2	69.5	59.6	76.1	60.6	43.3	38.7
Anantapur	74.7	4.9	24.3	33.5	80.0	80.9	78.4	70.0	39.3	39.9	18.3	48.8
Chittoor	80.6	1.4	33.3	20.8	88.7	90.0	66.4	66.2	85.8	79.5	35.7	66.9
Cuddapah	69.6	3.1	39.7	16.1	92.3	94.1	73.8	78.8	71.2	62.7	44.6	56.6
East Godavari	86.7	2.1	36.8	21.8	87.7	91.2	77.8	72.5	63.6	53.3	32.1	44.9
Guntur	78.0	3.1	46.8	28.4	85.4	92.0	80.0	73.2	75.1	67.8	40.2	57.1
Karimnagar	85.7	0.5	54.8	4.8	94.8	94.5	75.1	64.5	72.1	61.4	40.3	44.0
Khammam	91.8	3.5	31.8	9.5	79.5	84.4	73.7	66.0	70.1	60.3	39.6	65.0
Krishna	85.9	2.7	35.9	26.1	92.4	89.4	76.9	67.5	72.2	60.8	52.3	45.0
Kurnool	81.3	8.6	29.5	20.7	82.6	86.6	59.5	53.1	60.8	41.2	23.4	37.7
Mahbubnagar	71.1	4.3	35.6	6.7	76.3	80.5	68.3	51.9	63.8	57.7	37.8	65.6
Medak	83.3	3.2	24.6	8.9	86.0	86.0	47.8	48.0	54.3	52.7	43.3	51.4
Nalgonda	87.5	2.2	39.8	17.0	89.6	92.4	68.4	62.8	74.7	67.6	47.9	51.4
Nellore	83.9	2.6	32.5	33.5	85.3	90.3	71.2	72.7	82.9	75.3	35.3	67.5
Nizamabad	91.5	3.4	46.2	11.9	82.1	88.4	71.0	60.4	41.1	36.9	11.6	49.0
Prakasam	84.8	4.9	44.2	28.9	86.8	85.3	65.8	61.9	71.7	63.0	34.0	50.0
Rangar[illegible]dy	89.9	2.3	37.8	15.6	88.9	89.8	55.8	51.4	67.6	44.3	25.8	43.9
S[illegible]	82.3	2.8	28.7	28.4	78.9	82.2	56.7	51.7	59.9	61.4	42.0	51.7
[illegible]am	91.7	2.8	25.6	13.9	85.7	90.9	71.3	65.2	65.9	50.8	18.3	34.0
[illegible]m	89.0	7.2	20.4	18.6	77.2	80.2	65.4	65.4	64.3	45.4	19.9	49.8
[illegible]	73.2	2.9	40.6	6.8	94.1	96.3	58.1	64.4	62.3	52.0	32.1	47.0
[illegible]ri	78.0	2.3	35.2	22.6	82.1	89.0	79.0	60.0	64.9	67.9	35.9	64.7
[illegible]	**81.5**	**3.3**	**36.1**	**18.3**	**85.7**	**88.5**	**69.8**	**63.7**	**66.8**	**57.8**	**34.1**	**50.9**



ANDHRA PRADESH *RURAL*

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

Type of school	2007	2009	2010
Std I-IV/V : Primary	379	477	475
Std I-VII/VIII: Primary + Upper Primary	229	156	157
Total schools visited	608	633	632

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	86.4	80.1	83.0	84.0	81.2	82.7
% Schools with no teacher present	0.0	0.5	0.0	0.0	0.0	0.0
% Schools with all teachers present	59.9	43.6	49.7	33.5	30.4	30.4

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	1.1	0.0
Headteacher appointed but not present on day of visit	15.5	13.7
Headteacher appointed & present on day of visit	83.4	86.3
Total	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	75.8	76.1	72.4	77.4	76.9	72.6
% Schools with less than 50% enrolled children present	4.5	5.3	8.5	2.6	3.2	9.0
% Schools with 75% or more enrolled children present	58.0	59.3	50.0	62.7	61.9	49.4

TABLE 13: COMPUTERS 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	92.3	85.8
Computers but no children using them at time of visit	2.1	5.8
Computers and children using them at time of visit	5.5	8.4
Total	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% Schools in which	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	54.4	66.3	62.9	50.5	59.9	55.6
Std IV children sitting with one or more other classes	46.9	58.6	53.9	37.1	52.5	48.7

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	359	17.6	75.8	6.7	461	91.3	2.4	6.3
Development grant	349	13.5	79.9	6.6	448	87.5	5.6	6.9
Teacher grant (TLM)	354	18.4	76.0	5.7	454	93.0	3.1	4.0

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	458	85.8	6.8	7.4	461	91.3	2.4	6.3
Development grant	449	78.0	14.3	7.8	448	87.5	5.6	6.9
Teacher grant (TLM)	458	88.9	6.1	5.0	454	93.0	3.1	4.0

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

ANDHRA PRADESH *RURAL*

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	161	25.6
61-90	122	19.4
91-120	115	18.3
› 120	230	36.6
TOTAL	628	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">School enrollment</th><th colspan="7">Number of teachers</th><th rowspan="2">Total</th></tr>
<tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1-60</td><td>53.2</td><td>25.5</td><td colspan="5">21.3</td><td>100</td></tr>
<tr><td>61-90</td><td colspan="2">43.0</td><td>20.2</td><td colspan="4">36.8</td><td>100</td></tr>
<tr><td>91-120</td><td colspan="3">32.1</td><td>24.5</td><td colspan="3">43.4</td><td>100</td></tr>
<tr><td>› 120</td><td colspan="4">22.5</td><td>23.0</td><td colspan="2">54.5</td><td>100</td></tr>
</table>

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 20.2% of schools are at norm (i.e. have 3 teachers), 43% are below the norm and 36.8% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	82	14.2
2	88	15.3
3	65	11.3
4	89	15.4
5	88	15.3
6	63	10.9
≥7	102	17.7
TOTAL	577	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">Number of Teachers</th><th colspan="8">Number of classrooms</th><th rowspan="2">Total</th></tr>
<tr><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1</td><td>0.0</td><td>39.7</td><td colspan="6">60.3</td><td>100</td></tr>
<tr><td>2</td><td colspan="2">18.0</td><td>30.0</td><td colspan="5">52.0</td><td>100</td></tr>
<tr><td>3</td><td colspan="3">34.3</td><td>22.9</td><td colspan="4">42.9</td><td>100</td></tr>
<tr><td>4</td><td colspan="4">66.7</td><td>12.5</td><td colspan="3">20.8</td><td>100</td></tr>
<tr><td>5</td><td colspan="5">63.0</td><td>24.1</td><td colspan="2">13.0</td><td>100</td></tr>
<tr><td>6</td><td colspan="6">76.2</td><td>16.7</td><td>7.1</td><td>100</td></tr>
<tr><td>≥7</td><td colspan="7">73.2</td><td>26.8</td><td>100</td></tr>
</table>

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 22.9% of schools are at norm (i.e. have 3 classrooms), 34.3% are below the norm and 42.9% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	64.7
	Playground	70.3
	Boundary wall	52.7
DRINKING WATER	No facility for drinking water	22.8
	Facility but no drinking water available	12.4
	Drinking water available	64.8
TOILET	No toilet facility	23.4
	Facility but toilet not useable	32.4
	Toilet useable	44.3
GIRLS TOILET	% Schools with no separate provision for girls toilets	53.1
	Of schools with separate girls toilets, % schools where	
	Toilet locked	9.5
	Toilet not useable	7.9
	Toilet useable	29.5
TLM	Teaching learning material in Std 2	90.2
	Teaching learning material in Std 4	87.6
LIBRARY	No library	8.0
	Library but no books being used by children on day of visit	14.4
	Library books being used by children on day of visit	77.6
MDM	Kitchen shed for cooking midday meal	66.9
	Midday meal served in school on day of visit	99.1

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

- Admitted children — No. of teachers
  - <= 60 — 2
  - 61-90 — 3
  - 91-120 — 4
  - 121-200 — 5
  - › 150 — 5 + 1 Headteacher
  - › 200 — Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

ARUNACHAL PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 13 OUT OF 13 DISTRICTS

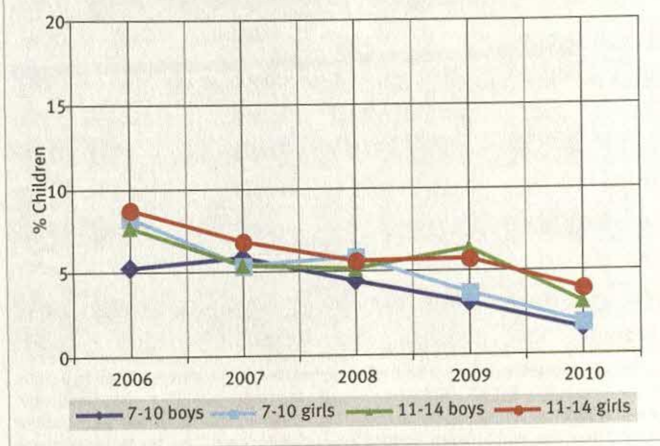
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6-14 ALL	80.6	16.7	0.2	2.5	100
AGE: 7-16 ALL	80.2	15.4	0.2	4.2	100
AGE: 7-10 ALL	80.2	17.8	0.3	1.7	100
AGE: 7-10 BOYS	80.2	18.0	0.3	1.6	100
AGE: 7-10 GIRLS	80.3	17.5	0.3	1.9	100
AGE: 11-14 ALL	82.2	14.3	0.1	3.5	100
AGE: 11-14 BOYS	81.0	15.8	0.1	3.1	100
AGE: 11-14 GIRLS	83.7	12.3	0.1	4.0	100
AGE: 15-16 ALL	75.6	11.1	0.1	13.2	100
AGE: 15-16 BOYS	73.7	12.7	0.0	13.6	100
AGE: 15-16 GIRLS	78.0	9.1	0.2	12.7	100

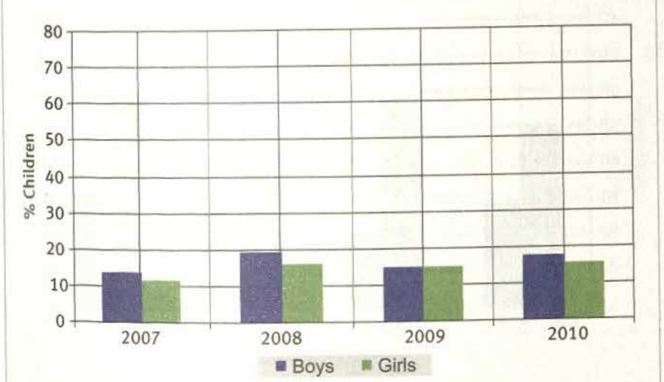
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 8.7% in 2006 to 6.9% in 2007 to 5.6% in 2008, 5.7% in 2009 and to 4% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 17.7% of all boys (age 6-14) were enrolled in private school and 15.5% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	27.2	42.8	16.6	9.4	4.1								100
II	4.2	15.2	35.6	25.8	9.3	6.0	3.9						100
III	1.1	4.8	13.5	29.9	23.9	14.6	5.0	4.6	2.6				100
IV	1.0		4.6	12.9	24.6	26.2	10.3	11.7	4.6	3.0	1.2		100
V	1.2			4.1	10.1	26.3	17.8	19.7	11.1	6.5	3.3		100
VI	4.3					7.6	13.7	30.1	19.0	16.4	6.1	2.8	100
VII	5.2						6.3	19.3	22.9	20.0	17.5	8.7	100
VIII	5.6							10.4	17.1	21.2	19.9	25.8	100

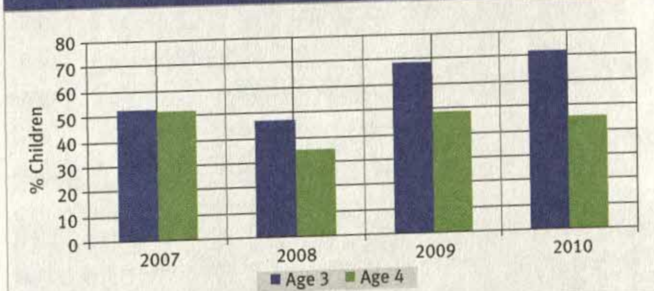
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 29.9 % children are 8 years old but there are also 13.5% who are 7, 23.9 % who are 9, 14.6% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	19.4	8.9				71.7	100
AGE 4	24.1	30.6				45.3	100
AGE 5	11.3	12.1	43.7	16.7	0.5	15.8	100
AGE 6	2.4	4.7	66.5	17.7	0.5	8.2	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 80.7% of sampled villages reported having an anganwadi in the village.

How to read this chart: For example, in 2010, 71.7% of all age 3 children were not attending any kind of preschool or school.

ARUNACHAL PRADESH *RURAL*

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL
ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	11.6	57.3	25.0	5.5	0.6	100
II	4.4	33.4	46.1	11.1	5.0	100
III	2.3	24.2	38.0	24.4	11.0	100
IV	0.6	13.3	26.0	32.5	27.7	100
V	0.8	7.5	13.8	36.3	41.7	100
VI	0.5	7.4	8.4	28.0	55.8	100
VII	0.1	6.7	4.5	23.2	65.5	100
VIII	0.0	5.4	2.4	11.4	80.8	100
TOTAL	3.0	21.7	23.2	21.5	30.7	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 2.3% children cannot even read letters, 24.2% can read letters but not more, 38% can read words but not Std 1 text or higher, 24.4% can read Std 1 text but not Std 2 level text, and 11% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

Reading Test (1)

Story

A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there were many more trees. The big tree was happy.

Para

This is a big monkey.
He lives on a tree.
He likes to jump.
He also likes bananas.

b s o k m y r h t x

ring sun ball fold pig clap foot fan girl crow

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

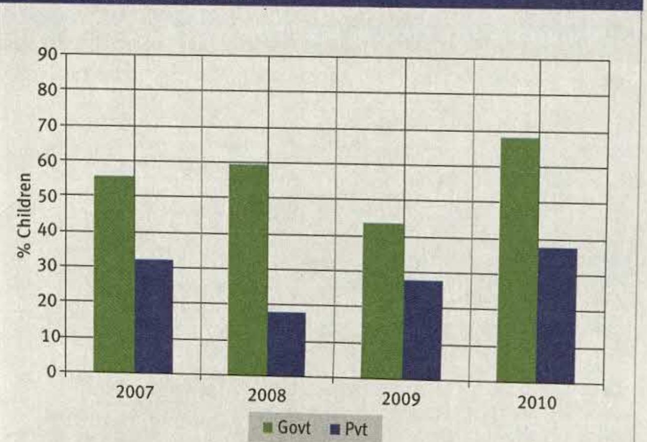
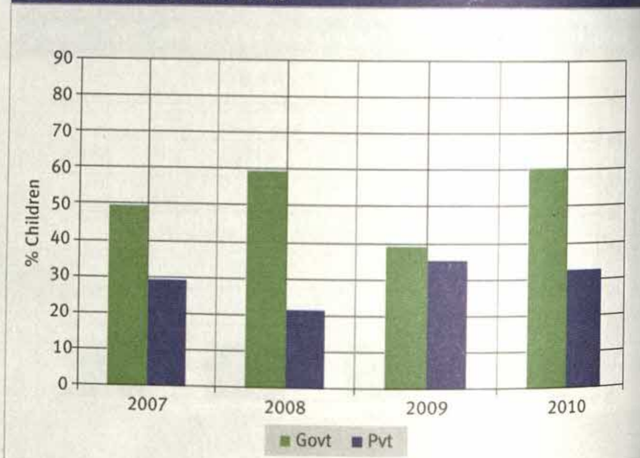


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES
BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	7.8	8.2	8.9	11.1	11.9	13.1	10.8	17.9
	PVT	37.1	40.5	48.6	54.6	50.1	55.4	34.3	43.3
2009	GOVT	9.4	9.5	11.5	12.1	10.9	12.8	15.4	16.5
	PVT	50.3	48.5	50.7	51.7	45.4	49.1	37.1	43.3
2010	GOVT	8.6	8.6	8.4	10.6	10.0	10.0	10.4	8.6
	PVT	51.0	26.9	28.5	36.3	34.4	42.1	38.9	25.8

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	9.5	46.7	36.7	6.5	0.6	100
II	3.2	23.2	52.8	16.0	4.7	100
III	2.1	17.6	38.7	34.4	7.3	100
IV	0.4	10.1	25.2	46.4	17.8	100
V	0.7	6.3	13.3	48.1	31.7	100
VI	0.4	7.6	8.2	34.7	49.2	100
VII	0.1	5.3	4.8	27.5	62.5	100
VIII	0.2	4.8	3.1	19.7	72.3	100
TOTAL	2.4	16.8	25.9	29.2	25.8	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 2.1% children cannot even recognize numbers 1-9, 17.6% can recognize numbers up to 10 but not more, 38.7% can recognize numbers upto 100 but cannot do subtraction, 34.4% can do subtraction but not division, and 7.3% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

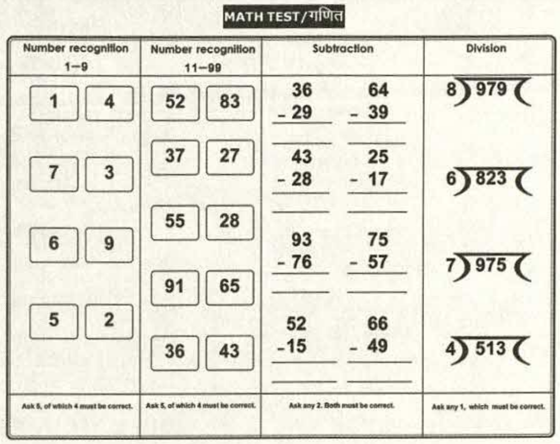


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

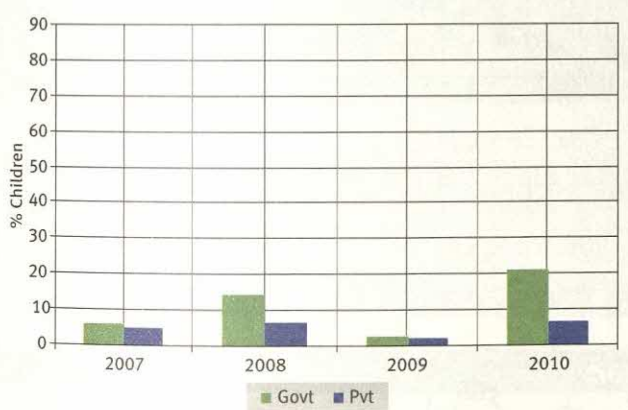
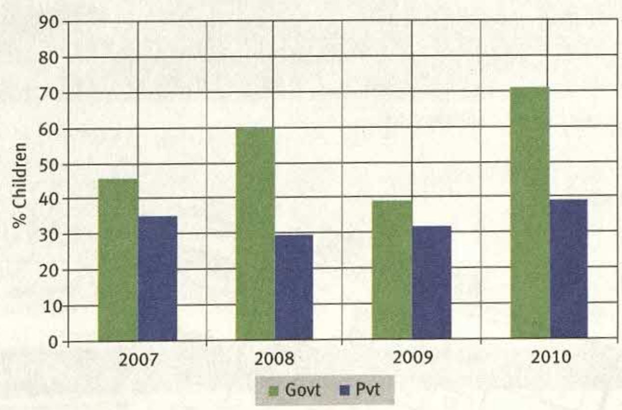


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



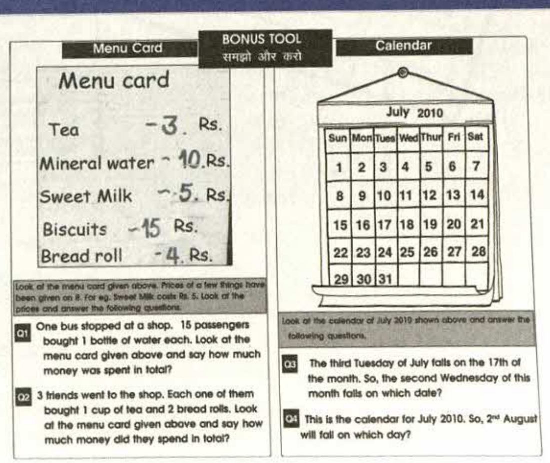
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	47.7	10.5	41.9	57.1	7.3	35.6	68.3	9.9	21.8	64.2	8.0	27.9
VI	32.6	10.0	57.4	44.6	9.0	46.4	67.6	7.0	25.4	49.3	14.4	36.4
VII	28.2	12.3	59.5	35.4	9.4	55.3	59.2	8.3	32.5	38.6	13.5	47.9
VIII	27.6	14.5	58.0	40.4	9.2	50.4	53.4	11.5	35.2	37.3	14.2	48.6

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL

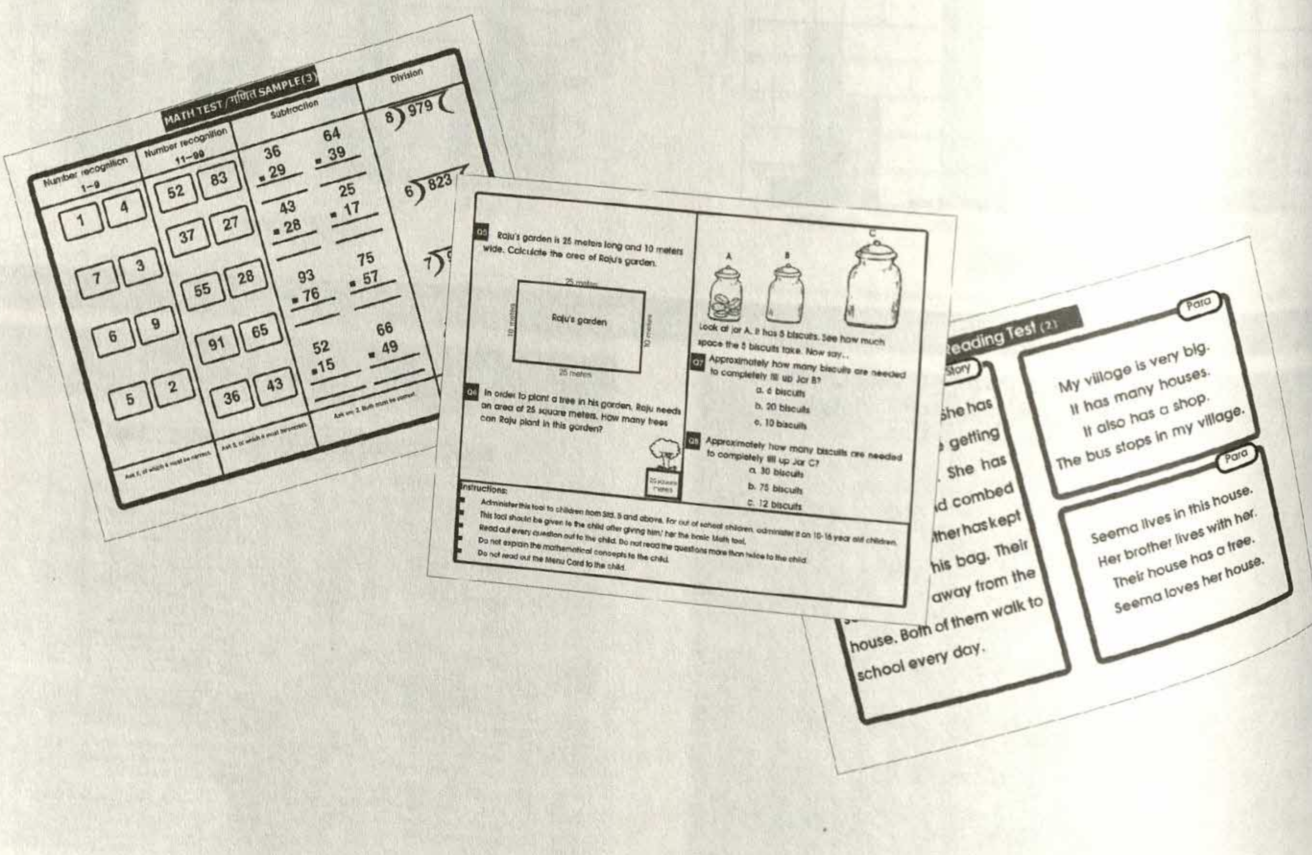


ARUNACHAL PRADESH *RURAL*

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly	% Children answering both questions correctly	% Children answering both questions correctly	% Children answering both questions correctly
									Menu	Calendar	Area	Estimation
Changlang	42.1	8.6	15.0	20.8	92.4	94.5	37.3	70.7	52.3	46.3	19.7	42.2
Dibang Valley*	27.1	1.1	19.9	18.6	87.7	87.4	48.4	74.6				
East Kameng	57.8	1.4	11.3	1.1	91.0	92.0	54.5	67.3	83.5	73.6	48.8	37.5
East Siang	65.2	1.9	25.8	27.0	98.7	99.3	73.3	77.9	58.0	45.5	10.1	41.0
Lohit	54.2	2.6	10.7	21.6	96.3	97.8	62.6	69.7	26.3	21.9	12.6	29.1
Lower Subansiri	17.9	0.7	14.3	3.7	71.0	76.4	59.7	46.2	63.0	55.7	45.2	48.3
Papumpare	19.6	0.5	36.3	12.7	94.9	96.7	49.8	37.1	37.0	35.2	37.7	52.4
Tawang	28.9	6.7	10.2	6.3	90.9	88.5	62.8	59.9	53.3	44.8	30.2	19.6
Tirap	31.0	0.0	16.8	0.3	96.3	96.9	88.3	80.4	33.5	26.5	20.8	17.7
Upper Siang	54.6	2.2	12.1	0.3	94.1	97.3	40.7	56.7	60.9	38.5	5.5	41.0
Upper Subansiri*	44.0	3.2	10.9	11.9			55.6	41.3	30.9	29.6	25.9	25.5
West Kameng	38.8	0.2	5.4	18.8	99.6	99.6	56.7	76.1	70.7	64.86	18.7	23.1
West Siang	76.2	2.3	26.2	22.7	89.5	92.1	57.1	48.1	59.8	47.8	36.4	58.0
Total	**40.3**	**2.5**	**16.7**	**12.9**	**92.1**	**93.7**	**57.5**	**61.7**	**53.0**	**45.7**	**28.1**	**39.0**

* Blank cells indicate insufficient data.



ARUNACHAL PRADESH *RURAL*

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

	2007	2009	2010
TYPE OF SCHOOL			
Std I-IV/V : PRIMARY	135	138	152
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	105	138	107
TOTAL SCHOOLS VISITED	240	276	259

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	91.2	82.7	86.1	82.3	80.8	84.2
% SCHOOLS WITH NO TEACHER PRESENT	1.0	2.5	0.0	0.0	0.0	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT	77.0	54.1	57.0	39.0	30.3	36.7

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	2.5	1.5
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	6.3	1.5
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	91.3	97.1
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	80.9	86.5	82.8	79.7	88.1	82.0
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	7.0	0.7	5.5	9.2	1.5	5.1
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	71.1	89.6	86.3	73.5	94.0	78.8

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	99.3	66.3
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	0.0	15.4
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	0.7	18.3
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	40.0	54.1	35.4	32.0	44.7	23.7
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	41.5	46.1	28.6	23.7	38.5	23.9

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	98	33.7	42.9	23.5	140	78.6	8.6	12.9
DEVELOPMENT GRANT	97	22.7	50.5	26.8	130	62.3	16.2	21.5
TEACHER GRANT (TLM)	95	41.1	34.7	24.2	138	81.9	11.6	6.5

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	125	60.8	30.4	8.8	140	78.6	8.6	12.9
DEVELOPMENT GRANT	122	50.8	38.5	10.7	130	62.3	16.2	21.5
TEACHER GRANT (TLM)	123	72.4	17.1	10.6	138	81.9	11.6	6.5

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	83	33.9
61-90	48	19.6
91-120	27	11.0
› 120	87	35.5
TOTAL	245	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">School enrollment</th><th colspan="7">Number of teachers</th><th rowspan="2">Total</th></tr>
<tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1-60</td><td>18.5</td><td>29.2</td><td colspan="5">52.3</td><td>100</td></tr>
<tr><td>61-90</td><td colspan="2">23.8</td><td>19.1</td><td colspan="4">57.1</td><td>100</td></tr>
<tr><td>91-120</td><td colspan="3">23.1</td><td>7.7</td><td colspan="3">69.2</td><td>100</td></tr>
<tr><td>› 120</td><td colspan="4">11.9</td><td>8.3</td><td colspan="2">79.8</td><td>100</td></tr>
</table>

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 19.1% of schools are at norm (i.e. have 3 teachers), 23.8% are below the norm and 57.1% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	15	6.9
2	29	13.4
3	24	11.1
4	29	13.4
5	24	11.1
6	18	8.3
≥7	78	35.9
TOTAL	217	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">Number of Teachers</th><th colspan="8">Number of classrooms</th><th rowspan="2">Total</th></tr>
<tr><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1</td><td>0.0</td><td>11.1</td><td colspan="6">88.9</td><td>100</td></tr>
<tr><td>2</td><td colspan="2">0.0</td><td>20.0</td><td colspan="5">80.0</td><td>100</td></tr>
<tr><td>3</td><td colspan="3">0.0</td><td>10.0</td><td colspan="4">90.0</td><td>100</td></tr>
<tr><td>4</td><td colspan="4">0.0</td><td>16.7</td><td colspan="3">83.3</td><td>100</td></tr>
<tr><td>5</td><td colspan="5">50.0</td><td>25.0</td><td colspan="2">25.0</td><td>100</td></tr>
<tr><td>6</td><td colspan="6">71.4</td><td>0.0</td><td>28.6</td><td>100</td></tr>
<tr><td>≥7</td><td colspan="7">33.3</td><td>66.7</td><td>100</td></tr>
</table>

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 10% of schools are at norm (i.e. have 3 classrooms), none are below the norm and 90% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	77.0
	Playground	59.2
	Boundary wall	25.1
DRINKING WATER	No facility for drinking water	36.9
	Facility but no drinking water available	9.9
	Drinking water available	53.2
TOILET	No toilet facility	20.8
	Facility but toilet not useable	47.3
	Toilet useable	31.8
GIRLS TOILET	% Schools with no separate provision for girls toilets	60.4
	Of schools with separate girls toilets, % schools where	
	Toilet locked	11.7
	Toilet not useable	12.2
	Toilet useable	15.8
TLM	Teaching learning material in Std 2	39.4
	Teaching learning material in Std 4	34.4
LIBRARY	No library	87.0
	Library but no books being used by children on day of visit	6.7
	Library books being used by children on day of visit	6.3
MDM	Kitchen shed for cooking midday meal	64.0
	Midday meal served in school on day of visit	47.2

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
‹= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

ASSAM *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 23 OUT OF 23 DISTRICTS

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

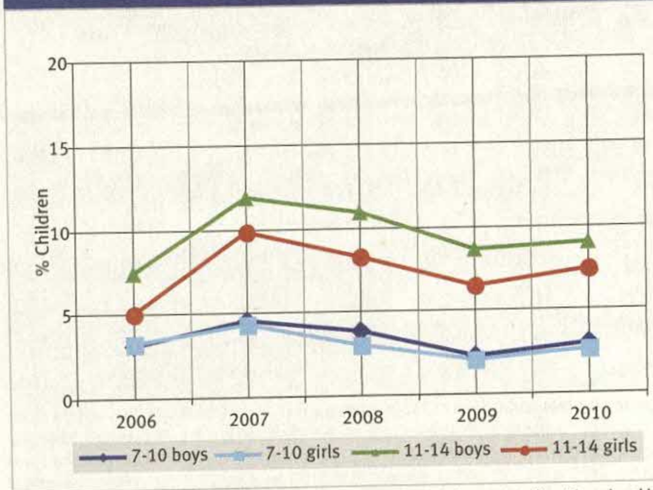
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	77.1	14.5	3.5	5.0	100
AGE: 7-16 ALL	74.7	14.4	3.5	7.4	100
AGE: 7-10 ALL	80.2	13.7	3.3	2.8	100
AGE: 7-10 BOYS	78.7	14.7	3.6	3.0	100
AGE: 7-10 GIRLS	81.8	12.6	3.0	2.6	100
AGE: 11-14 ALL	72.9	15.0	3.9	8.2	100
AGE: 11-14 BOYS	71.3	15.6	4.1	9.0	100
AGE: 11-14 GIRLS	74.6	14.2	3.7	7.4	100
AGE: 15-16 ALL	63.8	15.1	2.8	18.3	100
AGE: 15-16 BOYS	62.2	14.4	2.7	20.7	100
AGE: 15-16 GIRLS	65.8	15.9	2.9	15.4	100

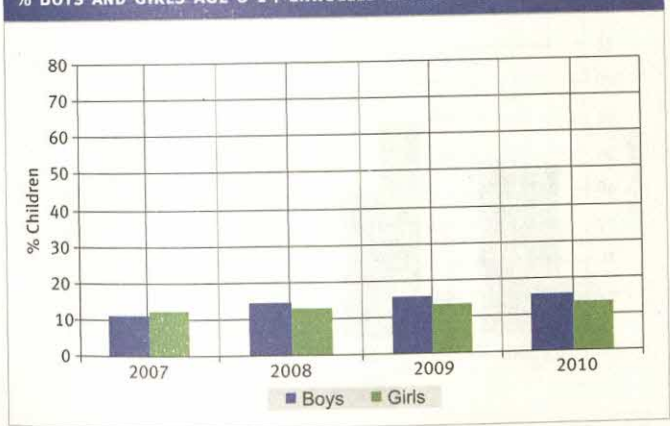
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 5% in 2006 to 9.9% in 2007 to 8.3% in 2008, 6.4% in 2009 and to 7.4% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 15.6% of all boys (age 6-14) were enrolled in private school and 13.4% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	29.1	40.9	20.2	6.5	1.7	1.6							100
II	2.8	14.9	39.1	28.4	8.2	4.1	2.7						100
III	2.9		14.1	40.2	25.1	10.9	6.8						100
IV	4.4			12.7	31.2	37.6	5.2	5.9	3.1				100
V	3.2				8.5	40.5	27.7	12.6	7.5				100
VI	3.4					11.8	23.8	42.5	11.5	7.0			100
VII	5.1						7.4	36.8	29.7	13.7	7.3		100
VIII	1.2						1.5	12.2	31.6	36.3	11.8	5.6	100

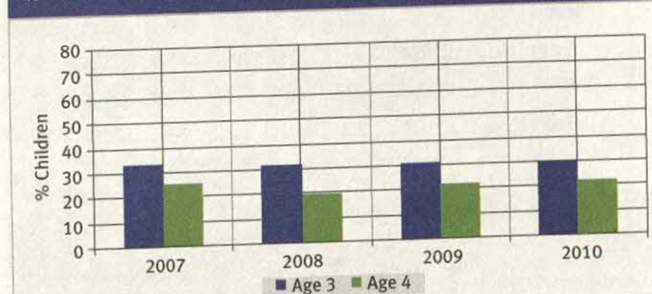
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 40.2% children are 8 years old but there are also 14.1% who are 7, 25.1% who are 9, 10.9% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	65.2	5.2				29.6	100
AGE 4	67.2	10.6				22.2	100
AGE 5	26.1	5.5	43.8	12.5	2.7	9.5	100
AGE 6	6.4	2.5	70.0	14.7	2.1	4.3	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 87.9% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 29.6% of all age 3 children were not attending any kind of preschool or school.

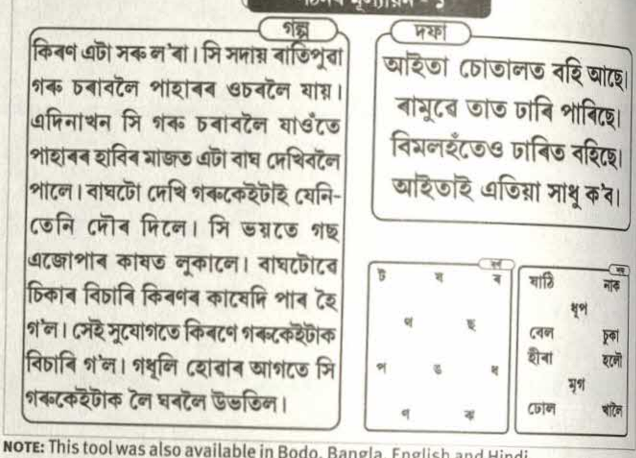
READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	33.1	40.7	19.3	5.0	1.9	100
II	13.8	27.9	35.0	15.6	7.7	100
III	6.7	18.6	30.2	28.1	16.6	100
IV	3.5	11.3	24.2	27.1	33.9	100
V	2.7	6.3	17.6	27.9	45.4	100
VI	1.8	3.4	13.0	23.8	58.1	100
VII	1.1	2.9	10.1	19.7	66.2	100
VIII	0.2	2.4	4.7	16.6	76.1	100
TOTAL	9.7	16.6	20.4	19.7	33.5	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 6.7% children cannot even read letters, 18.6% can read letters but not more, 30.2% can read words but not Std 1 text or higher, 28.1% can read Std 1 text but not Std 2 level text, and 16.6% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL


পঠনৰ মূল্যায়ন - ১

গল্প

কিৰণ এটা সৰু ল'ৰা। সি সদায় ৰাতিপুৱা গৰু চৰাবলৈ পাহাৰৰ ওচৰলৈ যায়। এদিনাখন সি গৰু চৰাবলৈ যাওঁতে পাহাৰৰ হাবিৰ মাজত এটা বাঘ দেখিবলৈ পালে। বাঘটো দেখি গৰুকেইটাই যেনি-তেনি দৌৰ দিলে। সি ভয়তে গছ এজোপাৰ কাষত লুকালে। বাঘটোৱে চিকাৰ বিচাৰি কিৰণৰ কাষেদি পাৰ হৈ গ'ল। সেই সুযোগতে কিৰণে গৰুকেইটাক বিচাৰি গ'ল। গধূলি হোৱাৰ আগতে সি গৰুকেইটাক লৈ ঘৰলৈ উভতিল।

দফা

আইতা চোতালত বহি আছে। ৰামুৱে তাত ঢাৰি পাৰিছে। বিমলহঁতেও ঢাৰিত বহিছে। আইতাই এতিয়া সাধু ক'ব।

NOTE: This tool was also available in Bodo, Bangla, English and Hindi.

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

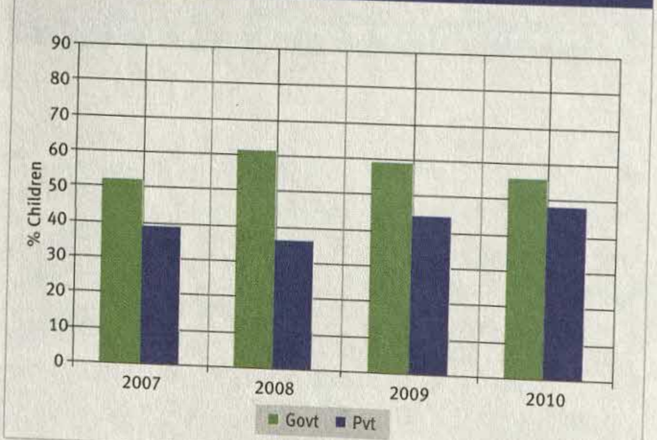
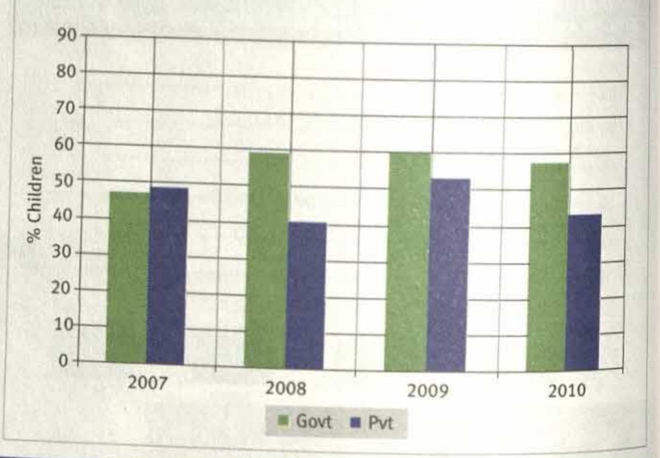


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010

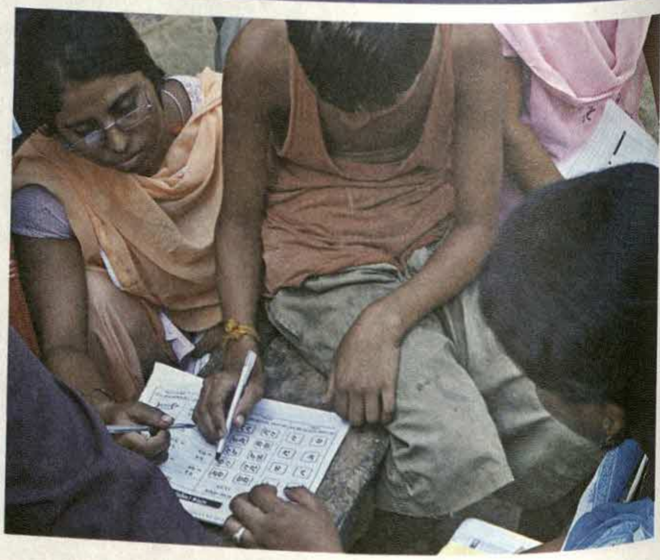


TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	7.8	11.4	15.5	17.2	20.6	26.0	28.2	33.7
	PVT	16.3	30.0	32.2	31.0	24.0	24.4	29.3	38.7
2009	GOVT	11.0	12.9	13.8	19.0	20.7	23.0	21.6	29.4
	PVT	24.2	29.0	31.2	40.5	30.7	27.8	30.3	27.9
2010	GOVT	8.0	9.2	12.6	14.8	17.8	18.5	22.2	26.5
	PVT	22.6	30.7	24.8	35.1	28.7	28.2	27.7	30.4

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	31.2	45.9	19.6	2.6	0.7	100
II	12.7	35.3	37.1	13.2	1.8	100
III	6.1	21.7	40.7	27.0	4.4	100
IV	3.4	15.1	33.9	34.4	13.3	100
V	2.9	9.7	25.4	36.6	25.4	100
VI	1.5	7.0	20.0	35.6	36.0	100
VII	1.1	5.9	17.4	34.7	40.9	100
VIII	0.5	3.4	12.1	30.7	53.3	100
TOTAL	9.1	20.7	26.5	25.0	18.7	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 6.1% children cannot even recognize numbers 1-9, 21.7% can recognize numbers up to 10 but not more, 40.7% can recognize numbers upto 100 but cannot do subtraction, 27% can do subtraction but not division, and 4.4% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

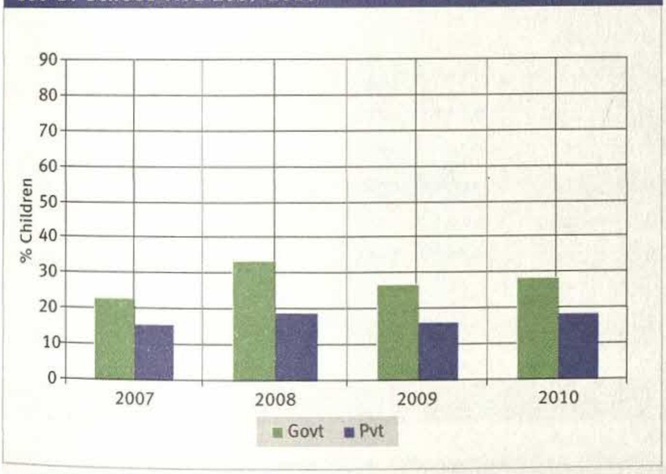
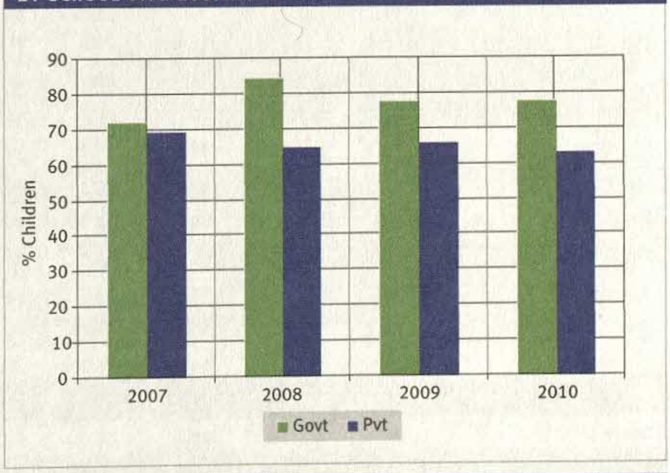


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



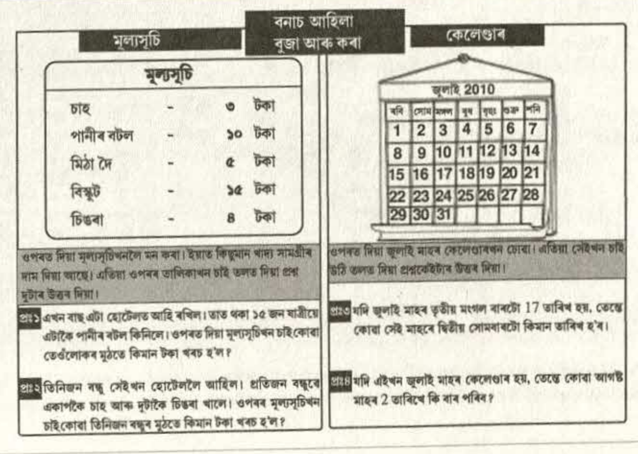
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	30.8	12.4	56.8	45.4	16.9	37.7	70.0	10.8	19.2	48.5	13.2	38.3
VI	23.1	13.4	63.5	37.6	17.6	44.8	62.8	12.8	24.5	42.4	14.2	43.4
VII	18.3	10.4	71.3	31.0	17.4	51.6	55.0	13.8	31.2	36.9	14.2	48.9
VIII	13.6	10.4	76.0	24.6	16.4	59.0	47.4	16.1	36.6	33.2	11.5	55.4

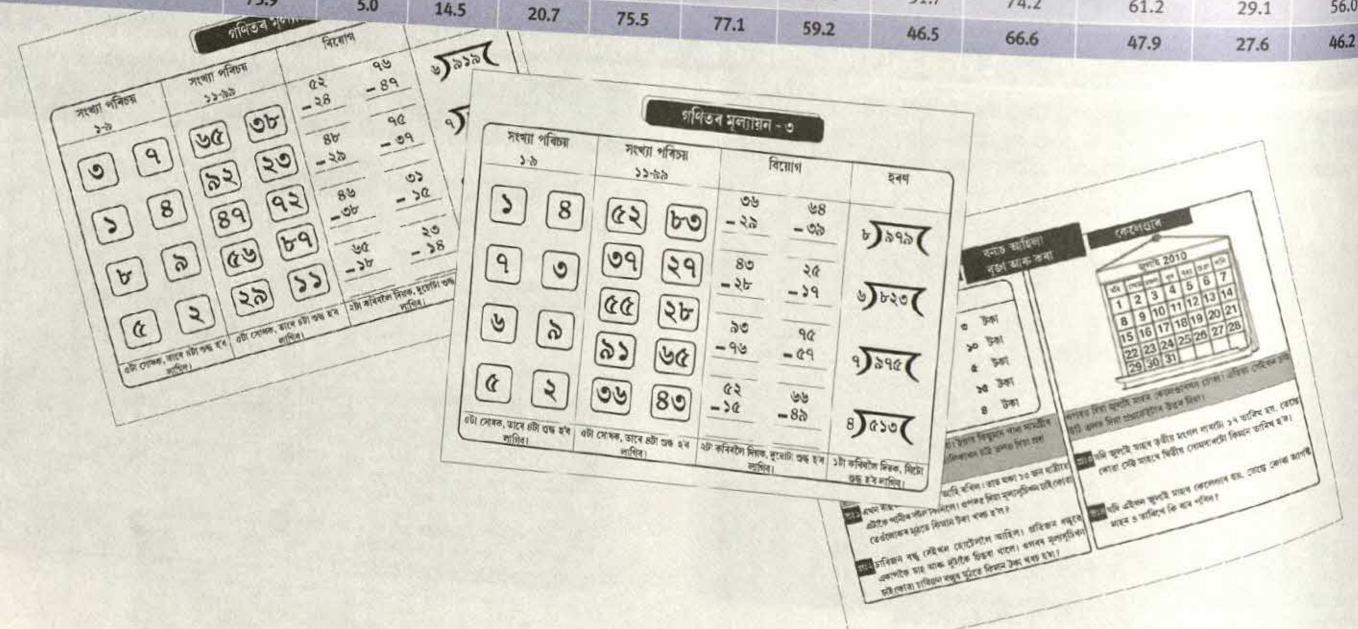
NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Barpeta	74.3	3.7	10.9	16.6	87.6	80.3	67.2	54.2	63.0	45.1	25.7	60.1
Bongaigaon	65.7	10.2	11.8	25.4	71.4	72.0	50.0	44.1	66.7	45.0	10.4	57.8
Cachar	78.7	2.3	8.2	37.3	87.0	88.1	70.4	56.1	87.5	61.0	44.0	45.9
Darrang	89.1	3.0	8.4	18.2	80.6	72.9	67.8	50.0	68.3	58.7	33.3	62.4
Dhemaji	61.2	4.9	28.2	8.1	67.7	66.3	40.7	25.5	43.5	22.7	5.7	24.5
Dhubri	45.8	7.7	10.8	15.7	58.0	66.5	45.5	37.4	56.7	29.9	10.4	38.8
Dibrugarh	80.6	4.6	25.2	25.9	94.4	96.6	66.4	52.5	69.8	56.3	30.4	50.4
Goalpara	69.0	6.7	16.3	33.5	64.5	63.6	44.7	30.9	71.9	46.4	19.5	47.1
Golaghat	84.2	3.2	12.5	16.2	90.7	91.5	77.0	56.4	65.6	60.5	50.0	64.8
Hailakandi	27.8	1.6	12.0	25.3	66.2	61.8	48.5	35.3	79.1	69.1	50.4	48.9
Jorhat	87.4	2.1	16.1	31.2	95.6	93.8	80.3	69.6	68.3	45.4	34.5	46.7
Kamrup	87.2	2.3	12.0	29.2	84.4	87.9	78.1	58.8	60.2	56.0	36.5	67.1
Karbi Anglong	52.5	5.4	20.0	10.2	81.5	82.6	56.8	45.8	73.2	64.1	11.4	28.4
Karimganj	48.5	4.7	15.2	25.7	66.9	82.9	34.6	38.3	70.1	56.7	46.4	38.8
Kokrajhar	83.3	2.7	25.5	17.8	59.7	66.7	55.9	30.3	63.3	38.0	19.6	27.9
Lakhimpur	82.8	3.3	15.9	20.3	69.9	66.0	49.0	42.0	59.8	36.6	29.8	30.4
Marigaon	91.9	5.3	14.2	18.3	67.5	73.4	61.1	40.9	54.0	36.7	27.1	33.2
Nagaon	90.3	5.9	9.2	15.1	73.8	68.2	47.5	30.2	55.0	36.8	14.2	29.4
Nalbari	85.7	6.7	15.7	15.6	74.5	82.8	56.2	44.8	65.5	30.0	20.0	23.4
North Cachar Hills	49.0	3.7	19.3	33.7	89.5	91.1	76.9	74.1	89.9	84.2	50.4	60.7
Sibsagar	56.6	4.9	14.5	16.2	69.3	76.7	74.3	59.1	59.3	44.0	27.9	61.0
Sonitpur	74.2	4.4	16.3	15.6	85.1	85.1	68.6	63.3	71.4	50.2	21.2	57.5
Tinsukia	84.7	13.2	28.0	8.0	74.3	80.6	61.4	51.7	74.2	61.2	29.1	56.0
Total	**73.9**	**5.0**	**14.5**	**20.7**	**75.5**	**77.1**	**59.2**	**46.5**	**66.6**	**47.9**	**27.6**	**46.2**



As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	513	527	503
Std I-VII/VIII: Primary + Upper Primary	35	26	16
Total schools visited	548	553	519

Table 10: Teacher attendance

Type of school	2007 (Std I-IV/V)	2009 (Std I-IV/V)	2010 (Std I-IV/V)	2007 (Std I-VII/VIII)	2009 (Std I-VII/VIII)	2010 (Std I-VII/VIII)
% Teachers present (average)	88.3	88.1	90.8	85.4	81.6	67.7
% Schools with no teacher present	0.6	1.1	0.2	0.0	0.0	0.0
% Schools with all teachers present	70.5	70.6	74.4	53.8	36.4	20.0

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	0.0	0.0
Headteacher appointed but not present on day of visit	5.9	12.5
Headteacher appointed & present on day of visit	94.1	87.5
Total	100.0	100.0

Table 12: Student attendance

Type of school	2007 (Std I-IV/V)	2009 (Std I-IV/V)	2010 (Std I-IV/V)	2007 (Std I-VII/VIII)	2009 (Std I-VII/VIII)	2010 (Std I-VII/VIII)
% Enrolled children present (average)	71.2	70.8	69.0	72.6	65.3	69.6
% Schools with less than 50% enrolled children present	13.8	12.4	15.3	8.8	16.0	12.5
% Schools with 75% or more enrolled children present	48.1	49.3	45.6	47.1	36.0	31.3

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	99.0	75.0
Computers but no children using them at time of visit	1.0	18.8
Computers and children using them at time of visit	0.0	6.3
Total	100.0	100.0

Table 14: Multigrade classes

% Schools in which	2007 (Std I-IV/V)	2009 (Std I-IV/V)	2010 (Std I-IV/V)	2007 (Std I-VII/VIII)	2009 (Std I-VII/VIII)	2010 (Std I-VII/VIII)
Std II children sitting with one or more other classes	39.0	55.9	44.1	36.7	52.0	33.3
Std IV children sitting with one or more other classes	33.3	49.0	41.5	37.5	43.5	26.7

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	414	74.4	21.3	4.4	479	88.1	5.4	6.5
Development grant	390	62.8	32.1	5.1	433	82.2	10.4	7.4
Teacher grant (TLM)	421	82.4	15.0	2.6	457	90.8	4.2	5.0

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	468	81.6	14.3	4.1	479	88.1	5.4	6.5
Development grant	449	68.2	27.2	4.7	433	82.2	10.4	7.4
Teacher grant (TLM)	481	89.0	8.3	2.7	457	90.8	4.2	5.0

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	210	40.9
61-90	91	17.7
91-120	66	12.8
>120	147	28.6
TOTAL	514	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers 1	2	3	4	5	6	≥7	Total
1-60	44.4	23.1			32.5			100
61-90	68.1		15.9		15.9			100
91-120		84.0		8.0		8.0		100
>120			83.2		4.4	12.4		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 15.9% of schools are at norm (i.e. have 3 teachers), 68.1% are below the norm and 15.9% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	137	35.9
2	98	25.7
3	64	16.8
4	33	8.6
5	15	3.9
6	3	0.8
≥7	32	8.4
TOTAL	382	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms 0	1	2	3	4	5	6	≥7	Total
1	0.0	42.9			57.1				100
2	19.0		26.2			54.8			100
3		42.9		25.0		32.1			100
4		75.0			18.8		6.3		100
5			91.7			8.3	0.0		100
6			100.0				0.0	0.0	100
≥7				83.3				16.7	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 25% of schools are at norm (i.e. have 3 classrooms), 42.9% are below the norm and 32.1% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	57.3
	Playground	61.5
	Boundary wall	19.3
DRINKING WATER	No facility for drinking water	23.2
	Facility but no drinking water available	16.0
	Drinking water available	60.9
TOILET	No toilet facility	19.1
	Facility but toilet not useable	46.0
	Toilet useable	34.9
GIRLS TOILET	% Schools with no separate provision for girls toilets	52.2
	Of schools with separate girls toilets, % schools where	
	Toilet locked	18.5
	Toilet not useable	15.3
	Toilet useable	14.0
TLM	Teaching learning material in Std 2	71.4
	Teaching learning material in Std 4	67.1
LIBRARY	No library	79.2
	Library but no books being used by children on day of visit	10.3
	Library books being used by children on day of visit	10.5
MDM	Kitchen shed for cooking midday meal	80.0
	Midday meal served in school on day of visit	66.6

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
>150	5 + 1 Headteacher
>200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

BIHAR *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 37 OUT OF 37 DISTRICTS

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

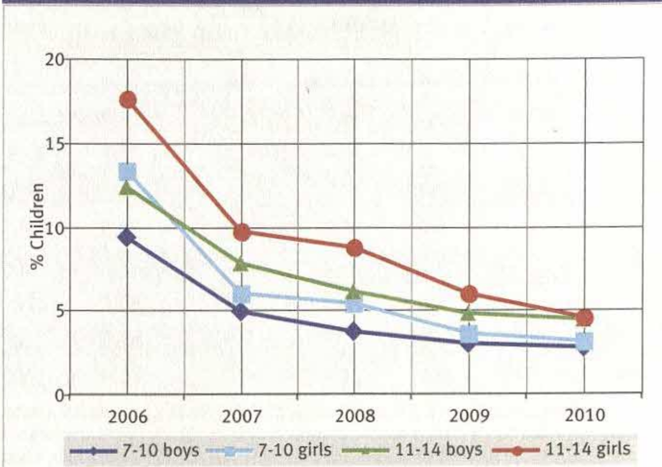
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	89.9	5.2	1.5	3.5	100
Age: 7-16 ALL	89.2	4.9	1.3	4.6	100
Age: 7-10 ALL	90.2	5.4	1.5	2.9	100
Age: 7-10 BOYS	89.7	6.0	1.6	2.7	100
Age: 7-10 GIRLS	90.8	4.6	1.5	3.1	100
Age: 11-14 ALL	89.8	4.6	1.2	4.5	100
Age: 11-14 BOYS	89.4	4.9	1.3	4.4	100
Age: 11-14 GIRLS	90.2	4.2	1.0	4.6	100
Age: 15-16 ALL	83.5	3.9	1.0	11.5	100
Age: 15-16 BOYS	83.8	3.5	0.8	11.9	100
Age: 15-16 GIRLS	83.0	4.6	1.4	11.0	100

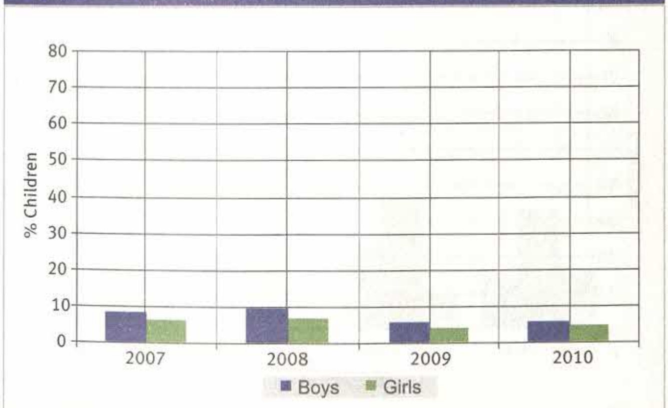
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 17.6% in 2006 to 9.7% in 2007 to 8.8% in 2008, 6% in 2009 and to 4.6% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 5.7% of all boys (age 6-14) were enrolled in private school and 4.5% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	24.4	39.5	17.7	11.2	7.3								100
II	5.1	14.3	24.5	34.4	7.5	9.2	5.1						100
III	5.1		9.7	32.6	18.7	21.2	3.9	6.3	2.6				100
IV	4.9			15.7	14.7	36.4	7.6	13.3	7.4				100
V	2.4			6,7	6.4	32.9	16.2	20.5	6.0	5.1	3.9		100
VI	5.6					15.3	13.0	37.8	11.5	9.5	4.9	2.3	100
VII	2.8					7.3	6.5	31.7	21.2	17.2	8.8	4.5	100
VIII	7.5							17.2	18.4	31.8	15.0	10.2	100

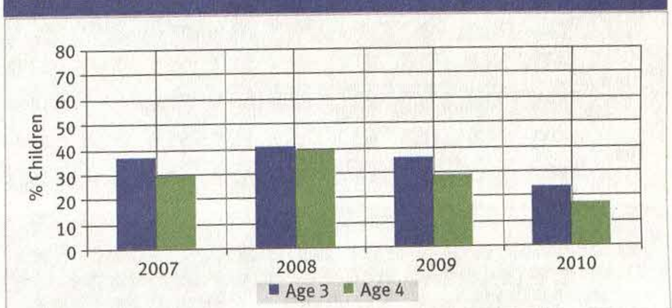
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 32.6 % children are 8 years old but there are also 9.7% who are 7, 18.7% who are 9, 21.2% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	74.4	2.4				23.2	100
Age 4	78.6	4.1				17.3	100
Age 5	36.8	2.1	46.0	5.0	1.6	8.6	100
Age 6	14.4	1.6	71.5	4.9	2.1	5.5	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 92.2% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 23.2% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL
ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	46.4	32.8	11.1	2.9	6.8	100
II	16.6	33.6	26.9	10.7	12.2	100
III	9.1	19.4	26.6	21.1	23.7	100
IV	4.6	10.0	17.1	26.1	42.1	100
V	3.0	6.6	10.8	21.1	58.5	100
VI	1.8	3.7	6.0	15.4	73.2	100
VII	2.0	2.8	3.6	10.9	80.7	100
VIII	1.2	2.0	1.9	7.8	87.1	100
TOTAL	12.4	16.0	14.7	15.0	41.9	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 9.1% children cannot even read letters, 19.4% can read letters but not more, 26.6% can read words but not Std 1 text or higher, 21.1% can read Std 1 text but not Std 2 level text, and 23.7% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

पढ़ने की जाँच (2)

कहानी

रामपुर में कुछ ज़मीन ख़ाली थी। वहाँ कुछ नहीं उगता था। वहाँ कोई खेलने नहीं जाता था। एक दिन कुछ लोग आए। उन्होंने गाँव के लोगों को बुलाया। सबने मिलकर तय किया कि यहाँ बग़ीचा बनाया जाए। खाद मंगाकर हर तरह के पौधे लगाये गए। सही समय पर पानी दिया गया। आज वहाँ एक सुंदर बग़ीचा है। इसलिए वहाँ सब खेलने जाते हैं।

अनुच्छेद

बग़ीचे में पेड़ हैं।
पेड़ पर एक तोता रहता है।
तोते का रंग हरा है।
वह लाल टमाटर खाता है।

द र च
ब ल
थ ह त
म ख

नाक तोता
सूखा
खुश मैना
केला सेब
पीला
झोला दिन

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

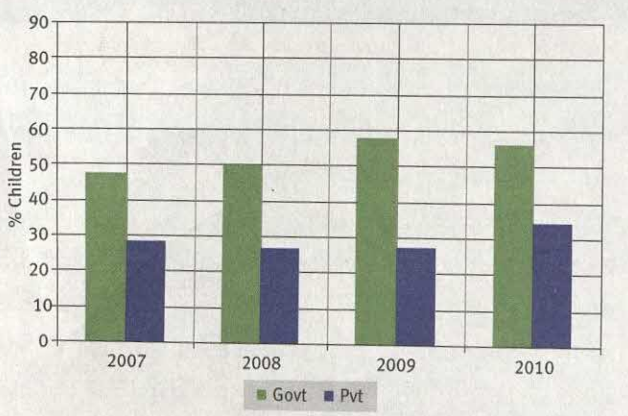
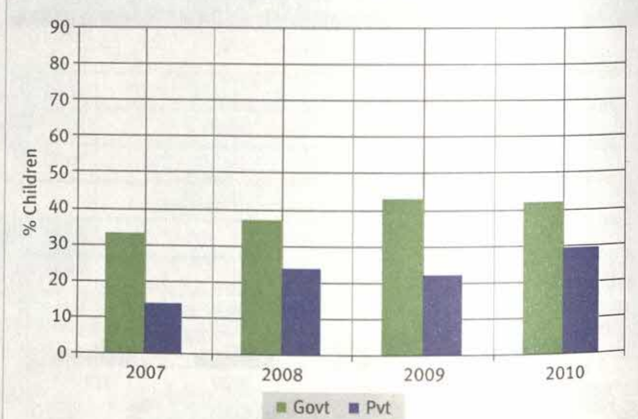


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES
BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	23.9	31.5	37.9	39.9	42.3	44.2	51.6	54.8
	PVT	53.3	56.5	64.1	65.1	66.6	67.2	70.3	65.8
2009	GOVT	32.9	38.5	43.4	47.4	51.2	56.5	55.9	61.0
	PVT	53.2	62.9	68.7	65.8	68.5	73.4	73.3	66.4
2010	GOVT	31.8	38.8	42.3	46.9	55.5	55.9	59.8	63.6
	PVT	41.5	37.6	62.7	66.5	63.7	66.9	67.7	65.0

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	46.4	32.7	11.1	3.8	6.0	100
II	17.2	32.6	28.0	12.4	9.9	100
III	8.8	19.5	27.6	25.9	18.2	100
IV	4.2	11.0	17.4	31.6	35.8	100
V	3.2	6.6	11.3	27.3	51.7	100
VI	2.2	3.9	6.5	18.4	68.9	100
VII	2.3	3.0	4.1	14.3	76.4	100
VIII	1.0	1.8	2.8	8.6	85.7	100
TOTAL	12.4	16.0	15.3	18.4	37.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 8.8% children cannot even recognize numbers 1-9, 19.5% can recognize numbers up to 10 but not more, 27.6% can recognize numbers upto 100 but cannot do subtraction, 25.9% can do subtraction but not division, and 18.2% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

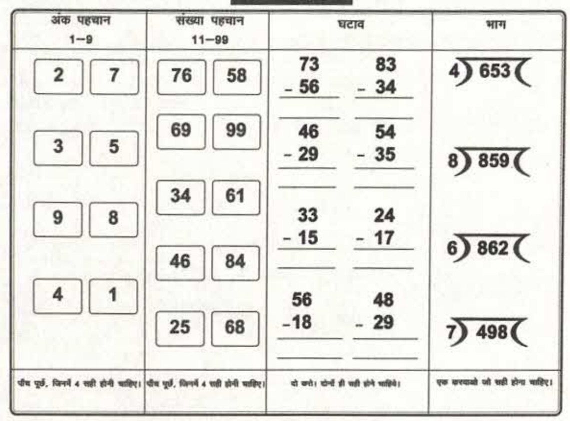


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

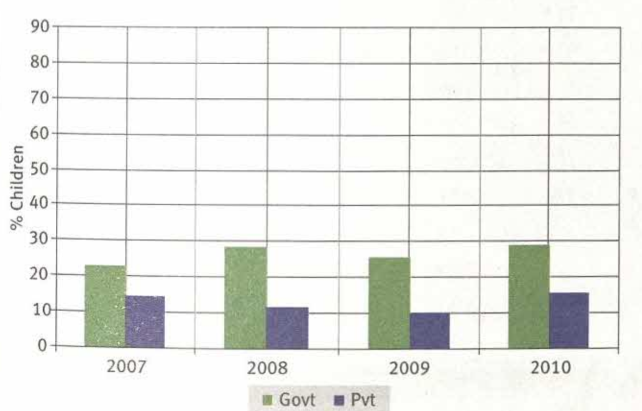
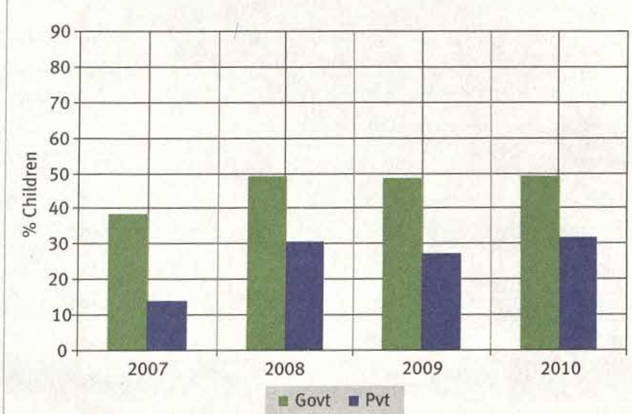


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



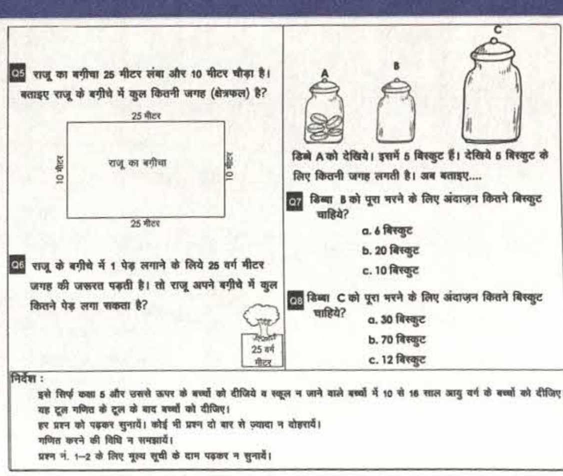
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu			Calendar			Area			Estimation		
	Neither	One	Both	Neither	One	Both	Neither	One	Both	Neither	One	Both
V	29.0	7.4	63.6	39.5	7.7	52.8	50.9	5.3	43.8	50.7	4.3	45.0
VI	18.7	6.7	74.7	28.6	7.9	63.5	40.5	5.7	53.8	39.6	5.1	55.4
VII	14.1	6.7	79.3	22.3	7.3	70.4	33.2	6.0	60.8	32.6	5.2	62.2
VIII	10.6	5.3	84.1	16.3	6.7	77.0	24.4	6.5	69.1	26.1	5.4	68.5

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Araria	68.4	2.7	5.1	72.9	68.7	67.6	57.2	58.9	76.8	72.8	73.5	75.2
Aurangabad	66.1	0.7	5.2	28.3	93.0	92.3	91.5	88.8	84.2	70.2	49.0	45.1
Banka	65.4	5.1	5.8	52.6	77.6	76.3	56.8	58.4	75.6	65.7	54.6	56.5
Begusarai	80.7	3.7	3.3	44.2	66.9	69.7	58.2	60.8	61.5	57.7	48.7	50.6
Bhagalpur	51.6	6.6	2.9	45.3	72.6	76.3	64.8	73.8	82.5	73.4	37.5	37.7
Bhojpur	77.8	0.2	1.3	42.6	85.3	84.3	74.2	76.4	65.9	52.6	44.1	41.7
Buxar	94.6	1.7	5.5	71.7	77.4	76.9	54.4	60.6	59.7	50.8	42.6	44.3
Darbhanga	91.5	2.1	2.2	54.0	72.9	69.8	69.6	70.8	76.4	73.6	67.6	70.9
Gaya	96.4	3.2	12.0	19.0	61.7	59.7	76.0	78.3	44.5	39.2	43.4	38.2
Gopalganj	94.5	1.9	10.7	36.7	92.0	94.4	82.3	81.2	85.6	78.1	77.8	79.8
Jamui	47.1	2.8	2.7	53.8	71.6	76.6	71.1	72.7	62.9	55.6	49.1	57.6
Jehanabad	82.4	3.2	4.0	52.3	68.5	74.2	71.8	74.1	72.4	56.5	48.1	52.1
Kaimur(Bhabua)	85.7	2.6	8.0	33.0	63.0	63.6	47.5	46.9	55.1	47.5	61.2	55.4
Katihar	69.3	3.0	6.9	69.5	83.3	83.0	71.7	78.4	85.1	76.5	69.9	68.6
Khagaria	68.8	5.4	2.2	75.1	68.0	66.7	57.5	56.2	73.6	68.4	59.0	52.8
Kishanganj	63.1	6.3	5.8	34.3	90.1	88.5	76.6	74.2	70.9	64.8	59.3	58.0
Lakhisarai	75.2	1.7	4.8	68.3	66.5	66.2	71.5	68.9	68.0	59.6	57.1	53.4
Madhepura	77.4	5.7	2.2	54.9	65.0	65.1	56.1	57.8	82.6	69.0	59.5	58.9
Madhubani	88.8	3.2	1.9	90.0	58.1	60.2	67.3	62.9	86.6	68.1	45.3	50.0
Munger	78.0	2.8	4.4	62.1	67.0	70.7	56.6	49.6	67.8	61.6	51.5	53.6
Muzaffarpur	73.5	4.0	6.1	66.5	56.4	56.5	54.4	48.5	56.0	39.0	28.9	30.8
Nalanda	66.5	2.5	9.5	68.2	78.1	79.4	63.3	67.1	85.3	84.0	78.7	78.1
Nawada	59.3	13.4	11.9	49.7	73.0	75.2	55.0	61.5	76.2	55.2	38.0	56.0
Pashchim Champaran	87.4	6.0	6.3	39.5	60.6	59.2	65.4	60.0	91.1	84.8	61.0	47.6
Patna	95.8	0.7	4.2	49.8	88.8	85.4	75.2	75.9	98.3	97.1	77.8	75.4
Purba Champaran	83.7	2.4	5.3	40.4	80.9	79.1	65.0	64.7	60.2	52.9	57.2	54.4
Purnia	79.8	2.3	1.9	56.0	82.4	85.0	78.0	77.0	95.8	93.4	92.5	92.2
Rohtas	87.6	1.9	5.3	43.8	67.7	68.1	52.2	50.5	59.5	45.9	33.9	39.0
Saharsa	88.2	9.4	0.4	55.7	32.4	28.3	39.9	45.3	83.5	77.7	74.3	72.8
Samastipur	78.4	4.2	5.2	65.9	42.8	44.6	45.4	42.6	63.0	56.7	49.1	51.4
Saran	79.5	2.6	8.4	66.7	65.5	61.9	70.8	67.7	76.8	70.3	65.9	69.5
Sheikhpura	71.4	5.8	1.6	51.1	61.9	62.1	66.3	65.9	77.6	67.8	65.4	63.8
Sheohar	42.5	5.7	2.5	55.7	54.0	47.7	52.1	51.8	59.6	42.0	36.8	31.8
Sitamarhi	83.8	2.8	1.8	59.0	64.9	63.8	54.1	44.2	46.1	23.8	18.2	23.8
Siwan	84.9	5.1	10.0	35.1	56.1	56.1	52.3	48.4	63.2	36.7	23.3	39.8
Supaul	88.5	1.8	5.6	75.8	79.0	75.9	73.8	71.5	85.3	78.5	69.0	69.5
Vaishali	70.9	0.9	8.1	68.8	77.4	75.9	60.9	59.3	76.4	66.4	58.9	58.0
Total	**79.6**	**3.5**	**5.2**	**55.8**	**68.5**	**68.2**	**63.8**	**63.1**	**73.7**	**63.9**	**54.9**	**55.8**

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

	2007	2009	2010
TYPE OF SCHOOL			
Std I-IV/V : PRIMARY	481	353	265
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	491	607	702
TOTAL SCHOOLS VISITED	972	960	967

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	85.7	81.7	84.6	85.8	82.8	80.6
% SCHOOLS WITH NO TEACHER PRESENT	0.7	0.9	0.4	0.4	0.4	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT	57.5	49.8	55.0	47.1	41.3	39.1

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	14.5	5.7
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	9.9	10.8
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	75.6	83.5
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	59.0	57.0	56.1	56.6	57.9	55.9
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	31.1	34.8	34.4	34.7	29.4	33.6
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	21.5	16.2	13.8	18.4	15.9	14.9

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	96.8	91.7
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	1.2	3.6
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	2.0	4.7
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	70.0	66.7	67.6	55.9	55.4	53.0
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	65.8	67.0	63.7	52.2	51.7	43.4

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	264	39.0	38.6	22.4	210	81.4	7.6	11.0
DEVELOPMENT GRANT	263	39.5	37.3	23.2	206	79.6	9.2	11.2
TEACHER GRANT (TLM)	268	42.9	36.9	20.2	193	82.4	8.3	9.3

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	313	64.9	17.9	17.3	210	81.4	7.6	11.0
DEVELOPMENT GRANT	301	66.8	16.0	17.3	206	79.6	9.2	11.2
TEACHER GRANT (TLM)	315	70.8	14.0	15.2	193	82.4	8.3	9.3

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	2	0.2
61-90	4	0.4
91-120	21	2.3
› 120	904	97.1
TOTAL	931	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">School enrollment</th><th colspan="7">Number of teachers</th><th rowspan="2">Total</th></tr>
<tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1-60</td><td>0.0</td><td>50.0</td><td colspan="5">50.0</td><td>100</td></tr>
<tr><td>61-90</td><td colspan="2">0.0</td><td>0.0</td><td colspan="4">100.0</td><td>100</td></tr>
<tr><td>91-120</td><td colspan="3">65.0</td><td>10.0</td><td colspan="3">25.0</td><td>100</td></tr>
<tr><td>› 120</td><td colspan="4">30.6</td><td>12.7</td><td colspan="2">56.7</td><td>100</td></tr>
</table>

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 100% of schools are above the norm (i.e. have more than 3 teachers).

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	26	3.1
2	56	6.7
3	71	8.5
4	110	13.2
5	106	12.7
6	77	9.3
≥7	386	46.4
TOTAL	832	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">Number of Teachers</th><th colspan="8">Number of classrooms</th><th rowspan="2">Total</th></tr>
<tr><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1</td><td>5.6</td><td>11.1</td><td colspan="6">83.3</td><td>100</td></tr>
<tr><td>2</td><td colspan="2">10.3</td><td>38.5</td><td colspan="5">51.3</td><td>100</td></tr>
<tr><td>3</td><td colspan="3">35.7</td><td>25.0</td><td colspan="4">39.3</td><td>100</td></tr>
<tr><td>4</td><td colspan="4">55.0</td><td>17.5</td><td colspan="3">27.5</td><td>100</td></tr>
<tr><td>5</td><td colspan="5">65.4</td><td>14.1</td><td colspan="2">20.5</td><td>100</td></tr>
<tr><td>6</td><td colspan="6">68.9</td><td>14.8</td><td>16.4</td><td>100</td></tr>
<tr><td>≥7</td><td colspan="7">55.3</td><td>44.8</td><td>100</td></tr>
</table>

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 25% of schools are at norm (i.e. have 3 classrooms), 35.7% are below the norm and 39.3% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	68.6
	Playground	48.0
	Boundary wall	47.5
DRINKING WATER	No facility for drinking water	9.6
	Facility but no drinking water available	11.7
	Drinking water available	78.7
TOILET	No toilet facility	19.3
	Facility but toilet not useable	43.6
	Toilet useable	37.1
GIRLS TOILET	% Schools with no separate provision for girls toilets	49.9
	Of schools with separate girls toilets, % schools where	
	Toilet locked	15.1
	Toilet not useable	14.6
	Toilet useable	20.5
TLM	Teaching learning material in Std 2	70.8
	Teaching learning material in Std 4	64.1
LIBRARY	No library	47.1
	Library but no books being used by children on day of visit	24.7
	Library books being used by children on day of visit	28.2
MDM	Kitchen shed for cooking midday meal	63.6
	Midday meal served in school on day of visit	56.4

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

CHHATTISGARH *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 15 OUT OF 16 DISTRICTS

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

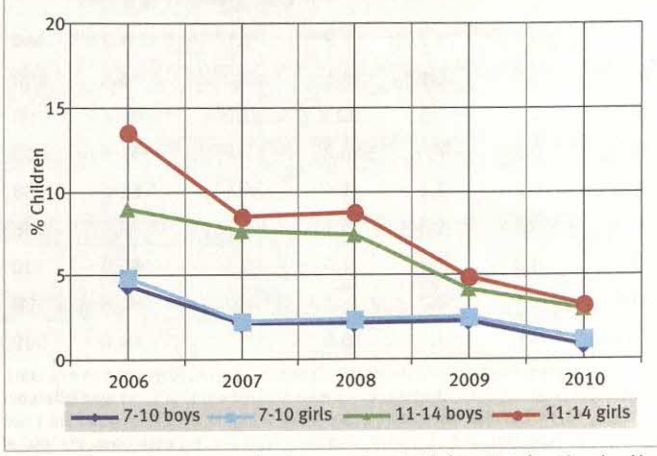
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	87.6	10.1	0.5	1.9	100
AGE: 7-16 ALL	86.2	9.6	0.4	3.8	100
AGE: 7-10 ALL	87.9	10.7	0.5	1.0	100
AGE: 7-10 BOYS	88.0	10.8	0.4	0.8	100
AGE: 7-10 GIRLS	87.8	10.5	0.5	1.2	100
AGE: 11-14 ALL	88.2	8.4	0.4	3.1	100
AGE: 11-14 BOYS	87.4	9.2	0.4	3.0	100
AGE: 11-14 GIRLS	89.0	7.5	0.3	3.2	100
AGE: 15-16 ALL	77.0	9.6	0.4	13.0	100
AGE: 15-16 BOYS	77.7	9.1	0.3	12.8	100
AGE: 15-16 GIRLS	76.1	10.1	0.6	13.2	100

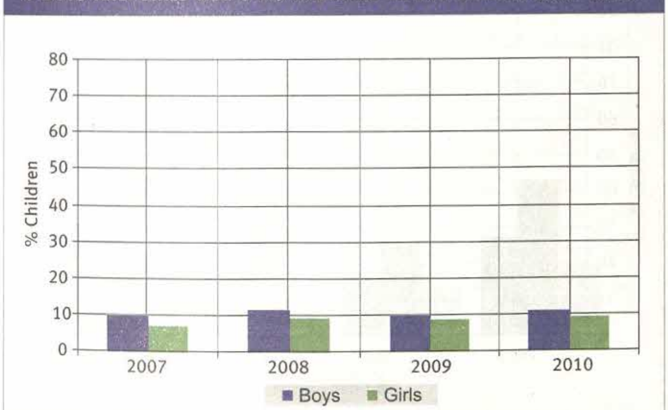
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 13.6% in 2006 to 8.5% in 2007 to 8.7% in 2008, 4.9% in 2009 and to 3.2% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 10.8% of all boys (age 6-14) were enrolled in private school and 9.3% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	18.0	59.8	16.1	6.0									100
II	1.5	7.8	45.2	39.0	4.0	2.5							100
III	2.4		7.1	41.3	40.1	6.7	2.4						100
IV	1.9			8.1	31.7	47.7	5.4	5.2					100
V	3.0				4.4	41.2	36.6	9.7	2.5	2.5			100
VI	2.1					6.5	25.7	51.0	8.5	3.3	2.9		100
VII	3.6						3.7	28.7	47.1	11.8	3.6	1.5	100
VIII	3.2							6.3	23.4	45.9	13.4	7.8	100

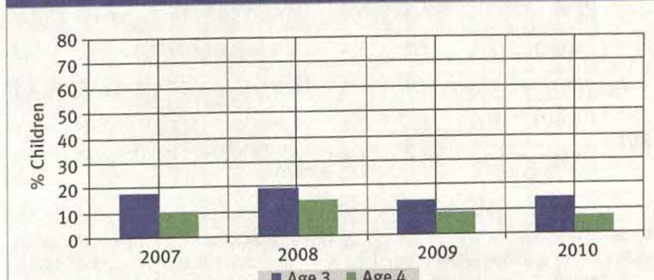
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 41.3% children are 8 years old but there are also 7.1% who are 7, 40.1% who are 9, 6.7% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	82.9	2.9				14.3	100
AGE 4	81.4	11.0				7.6	100
AGE 5	41.5	7.3	30.8	14.7	0.9	4.9	100
AGE 6	4.5	1.8	77.1	13.5	0.9	2.4	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 98.4% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 14.3% of all age 3 children were not attending any kind of preschool or school.

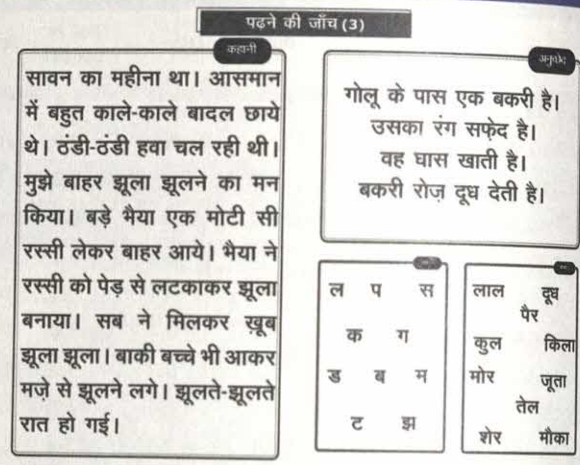
Reading in own language

Table 4: Class-wise % children by reading level All schools 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	19.5	59.0	17.8	2.5	1.2	100
II	5.4	40.9	40.1	10.0	3.6	100
III	1.7	17.4	36.3	33.2	11.4	100
IV	0.8	7.3	18.2	39.8	33.9	100
V	0.9	2.5	8.4	26.6	61.6	100
VI	0.6	1.3	3.2	16.7	78.1	100
VII	0.3	1.8	2.6	10.3	85.0	100
VIII	0.1	0.7	1.4	5.0	92.8	100
Total	3.8	16.8	16.6	18.5	44.4	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 1.7% children cannot even read letters, 17.4% can read letters but not more, 36.3% can read words but not Std 1 text or higher, 33.2% can read Std 1 text but not Std 2 level text, and 11.4% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool


पढ़ने की जाँच (3)

कहानी

सावन का महीना था। आसमान में बहुत काले-काले बादल छाये थे। ठंडी-ठंडी हवा चल रही थी। मुझे बाहर झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आये। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर ख़ूब झूला झूला। बाकी बच्चे भी आकर मज़े से झूलने लगे। झूलते-झूलते रात हो गई।

अनुच्छेद

गोलू के पास एक बकरी है।
उसका रंग सफ़ेद है।
वह घास खाती है।
बकरी रोज़ दूध देती है।

ल प स
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ट झ

लाल दूध
पैर
कुल किला
मोर जूता
तेल
शेर मौका

Chart 4: Trends over time % Children in Std III who cannot read Std I level text By school type 2007-2010

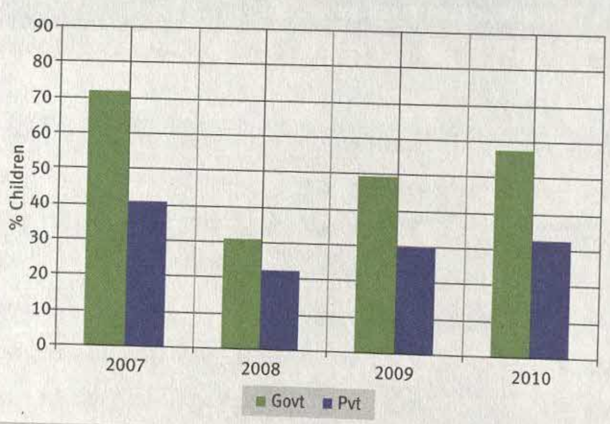
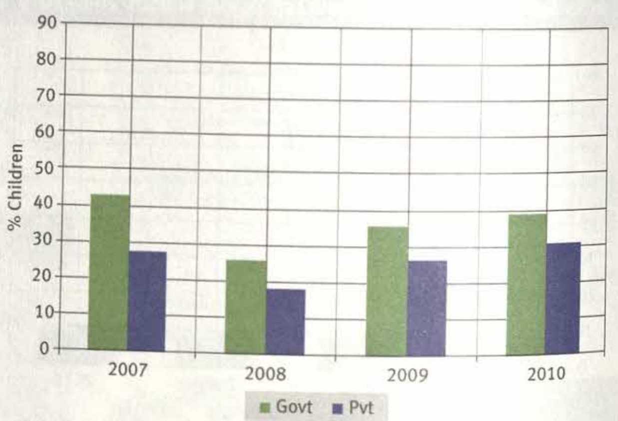


Chart 5: Trends over time % Children in Std V who cannot read Std II level text By school type 2007-2010

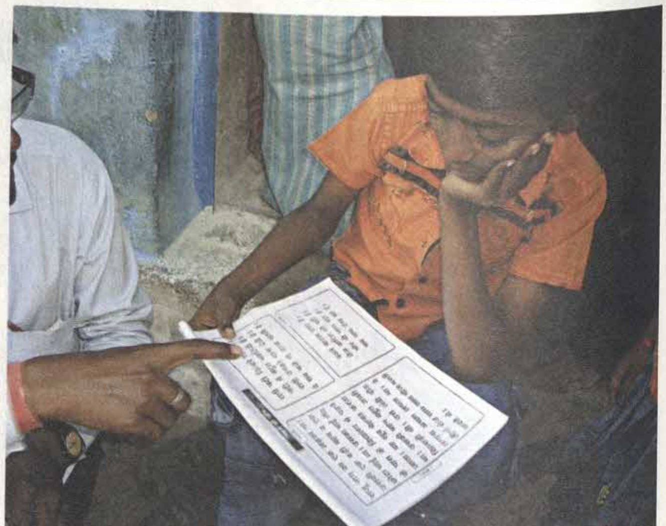


Tuition

Table 5: Class-wise % children attending paid tuition classes By school type 2007, 2009 and 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	1.1	1.2	0.7	1.6	2.1	2.0	2.1	3.8
	Pvt	7.4	4.8	8.6	5.4	17.1	4.1	9.5	9.0
2009	Govt	2.8	3.1	3.4	3.6	3.0	2.7	2.6	3.2
	Pvt	8.3	9.1	12.4	18.9	15.0	10.5	17.4	19.2
2010	Govt	0.9	1.4	0.9	1.8	1.9	1.8	2.4	2.6
	Pvt	7.4	11.9	9.8	9.2	9.4	12.5	8.3	11.0

Note: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	20.2	62.2	15.2	1.5	0.9	100
II	4.9	49.3	36.7	8.3	0.8	100
III	1.7	23.4	42.9	27.0	5.0	100
IV	0.9	8.4	30.8	43.4	16.5	100
V	0.5	4.4	18.4	37.7	39.0	100
VI	0.3	2.1	10.1	32.3	55.3	100
VII	0.7	2.4	7.6	23.2	66.1	100
VIII	0.5	0.7	4.0	17.2	77.7	100
TOTAL	3.8	19.7	21.3	24.0	31.2	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 1.7% children cannot even recognize numbers 1-9, 23.4% can recognize numbers up to 10 but not more, 42.9% can recognize numbers upto 100 but cannot do subtraction, 27% can do subtraction but not division, and 5% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

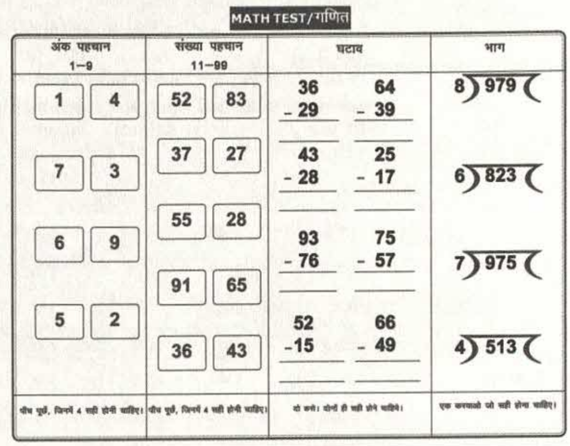


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

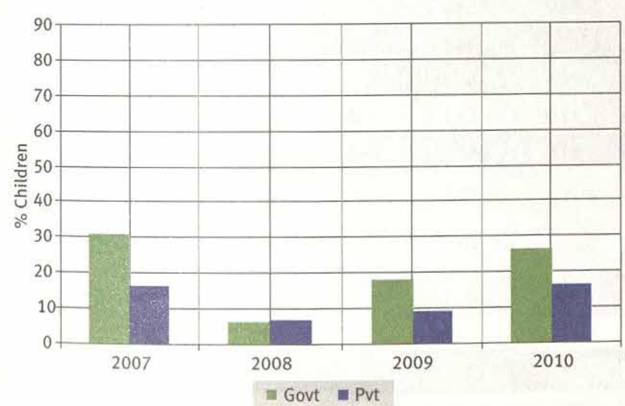
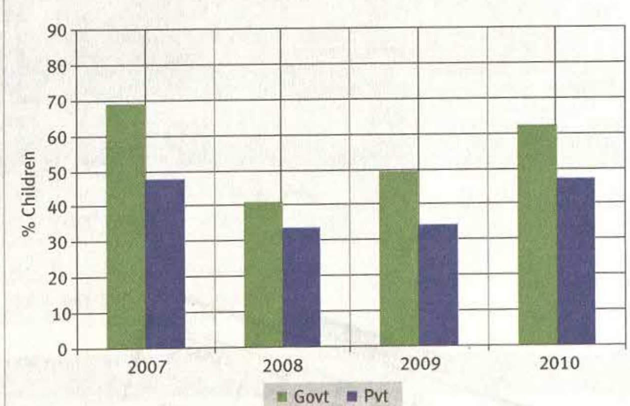


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



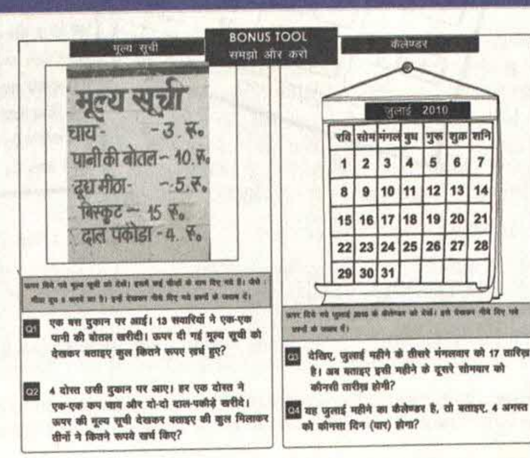
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	27.6	20.6	51.9	47.7	18.0	34.3	70.8	11.5	17.7	48.2	13.9	37.8
VI	21.2	17.2	61.6	39.2	17.0	43.8	62.8	11.8	25.4	40.7	16.5	42.8
VII	16.2	14.0	69.8	30.0	16.0	54.0	53.9	14.3	31.8	32.3	14.6	53.1
VIII	10.8	13.4	75.9	24.9	14.9	60.3	45.1	12.9	42.0	28.3	12.6	59.1

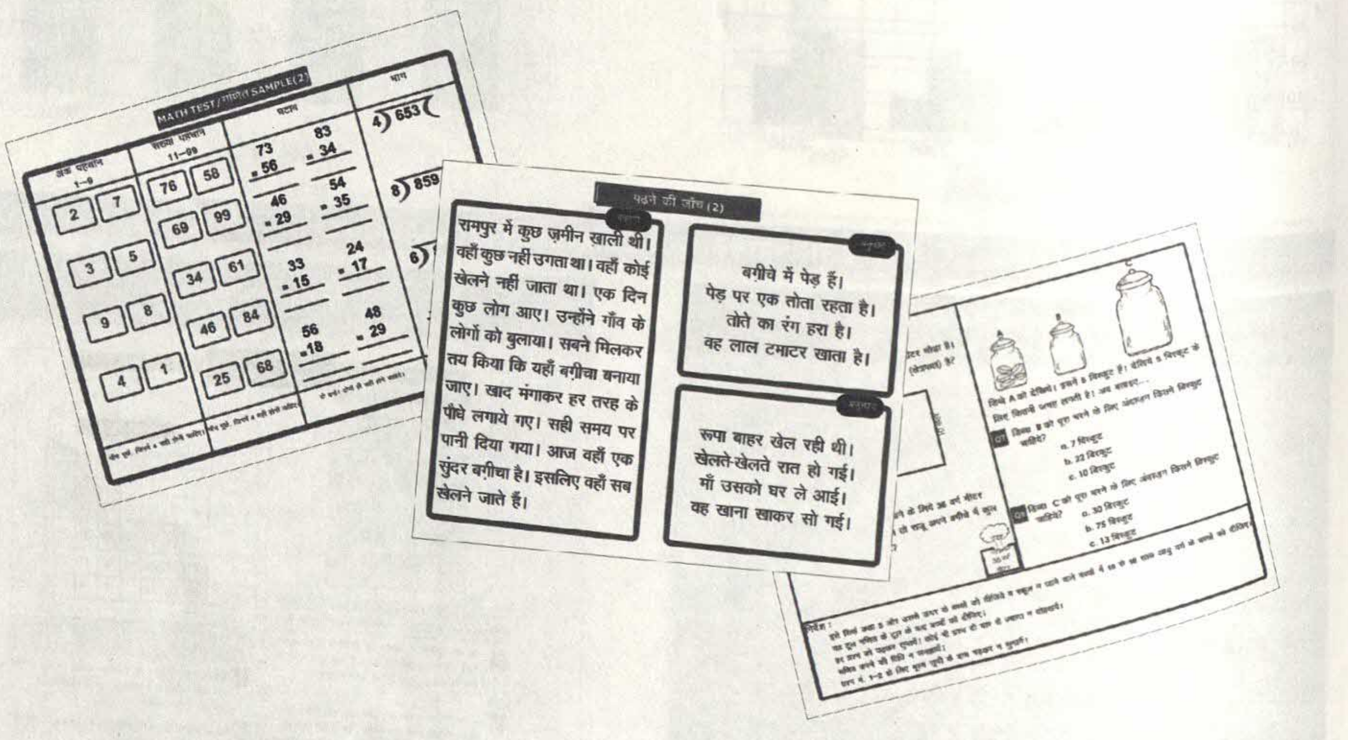
NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly: Menu	% Children answering both questions correctly: Calendar	% Children answering both questions correctly: Area	% Children answering both questions correctly: Estimation
Bastar	87.4	2.6	1.8	2.3	81.0	81.9	71.3	49.7	55.8	51.0	17.3	55.5
Bilaspur	92.3	2.8	6.7	2.4	87.7	89.7	58.8	40.7	72.1	43.2	20.1	44.6
Dhamtari	83.9	2.2	16.5	1.9	78.3	83.0	62.9	47.6	38.7	24.9	13.1	41.1
Durg	78.3	2.0	10.2	2.0	93.5	93.0	80.5	76.0	81.2	57.3	51.7	64.9
Janjgir-Champa	81.7	1.4	23.9	5.9	95.3	94.8	89.7	85.8	13.4	6.4	1.0	3.4
Jashpur	97.8	0.1	25.1	3.3	80.2	79.7	67.2	55.0	74.4	55.9	28.1	37.0
Kanker	99.2	0.2	7.0	1.2	91.0	89.3	83.9	79.7	94.6	64.0	44.2	50.9
Kawardha	87.1	3.1	9.7	2.6	89.7	88.1	75.9	60.1	52.9	31.6	23.0	42.6
Korba	81.1	4.9	3.7	1.4	81.7	85.1	55.6	42.8	56.1	34.1	13.2	28.1
Koriya	98.9	1.0	9.7	2.8	79.6	80.2	63.7	63.3	43.7	34.8	25.8	50.3
Mahasamund	94.6	0.4	8.2	2.0	90.3	91.8	75.7	61.1	70.5	62.2	63.0	71.8
Raigarh	92.2	1.8	13.4	1.2	88.5	87.7	64.0	52.8	70.9	73.3	66.3	72.7
Raipur	90.0	1.5	6.2	3.4	87.2	86.7	59.2	42.6	67.9	43.0	22.5	44.7
Rajnandgaon	96.2	1.6	7.9	1.3	91.7	91.0	74.5	63.1	77.7	69.0	29.7	55.8
Surguja	89.3	1.5	11.4	5.3	87.2	83.2	73.0	61.1	45.9	38.9	16.5	34.3
Total	**88.9**	**1.9**	**10.1**	**2.8**	**87.6**	**87.4**	**69.6**	**57.1**	**64.0**	**47.2**	**28.6**	**47.5**



CHHATTISGARH *RURAL*

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

	2007	2009	2010
TYPE OF SCHOOL			
Std I-IV/V : PRIMARY	344	336	301
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	76	25	124
TOTAL SCHOOLS VISITED	420	361	425

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	92.7	82.4	86.6	83.3	70.5	86.5
% SCHOOLS WITH NO TEACHER PRESENT	0.0	0.7	0.7	0.0	5.3	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT	80.8	64.4	63.1	54.5	47.4	56.3

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	6.5	1.1
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	9.2	11.7
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	84.3	87.2
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	72.0	76.5	69.7	72.5	77.0	72.5
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	9.1	4.8	12.4	8.0	8.3	8.9
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	49.3	60.4	42.6	45.3	66.7	51.6

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	97.0	93.3
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	1.3	5.0
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	1.7	1.7
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	65.6	62.9	66.6	65.8	60.0	60.3
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	48.1	48.6	56.1	56.6	52.4	38.9

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	266	62.0	20.7	17.3	270	84.8	5.9	9.3
DEVELOPMENT GRANT	264	58.3	25.8	15.9	257	82.9	7.0	10.1
TEACHER GRANT (TLM)	268	69.0	17.9	13.1	251	87.7	5.6	6.8

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	292	77.4	8.6	14.0	270	84.8	5.9	9.3
DEVELOPMENT GRANT	288	73.6	14.6	11.8	257	82.9	7.0	10.1
TEACHER GRANT (TLM)	294	86.1	4.1	9.9	251	87.7	5.6	6.8

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	68	16.1
61-90	71	16.8
91-120	61	14.5
› 120	222	52.6
TOTAL	422	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	23.8	50.8	25.4					100
61-90	56.1		36.4	7.6				100
91-120	70.6			11.8	17.7			100
› 120	54.3				10.6	35.1		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 36.4% of schools are at norm (i.e. have 3 teachers), 56.1% are below the norm and 7.6% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	34	8.8
2	108	27.9
3	91	23.5
4	48	12.4
5	27	7.0
6	27	7.0
≥7	52	13.4
TOTAL	387	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	4.0	16.0	80.0						100
2	4.9		54.9	40.2					100
3	33.3			27.3	39.4				100
4	52.9				29.4	17.7			100
5	55.0					40.0	5.0		100
6	85.7						9.5	4.8	100
≥7	79.4							20.6	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 27.3% of schools are at norm (i.e. have 3 classrooms), 33.3% are below the norm and 39.4% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	78.6
	Playground	44.7
	Boundary wall	48.5
DRINKING WATER	No facility for drinking water	12.9
	Facility but no drinking water available	9.5
	Drinking water available	77.6
TOILET	No toilet facility	28.9
	Facility but toilet not useable	38.5
	Toilet useable	32.7
GIRLS TOILET	% Schools with no separate provision for girls toilets	46.2
	Of schools with separate girls toilets, % schools where	
	Toilet locked	16.3
	Toilet not useable	15.4
	Toilet useable	22.2
TLM	Teaching learning material in Std 2	88.5
	Teaching learning material in Std 4	83.2
LIBRARY	No library	27.1
	Library but no books being used by children on day of visit	36.5
	Library books being used by children on day of visit	36.5
MDM	Kitchen shed for cooking midday meal	86.2
	Midday meal served in school on day of visit	94.7

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

- Admitted children — No. of teachers

Admitted children	No. of teachers
(= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

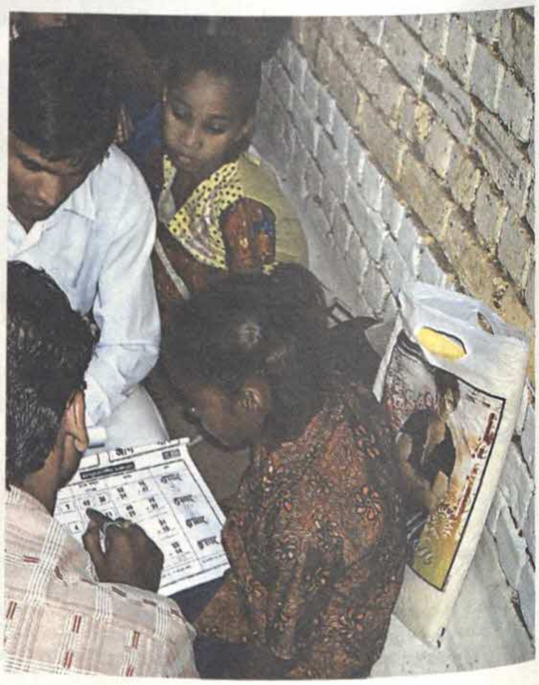
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



GOA *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 2 OUT OF 2 DISTRICTS

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

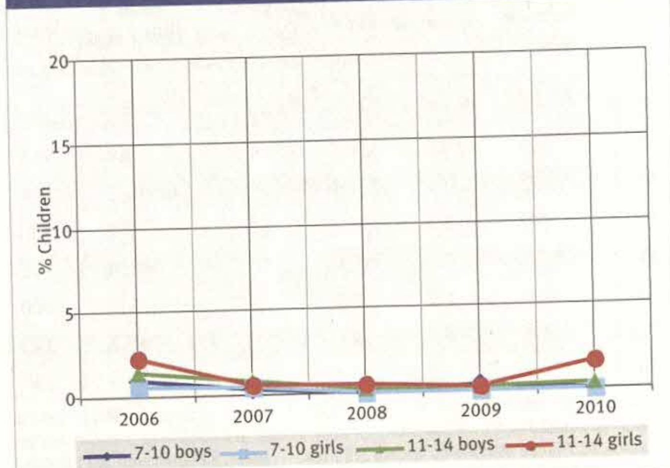
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	68.0	31.1	0.5	0.4	100
AGE: 7-16 ALL	66.5	32.3	0.8	0.5	100
AGE: 7-10 ALL	73.1	26.7	0.2	0.0	100
AGE: 7-10 BOYS	74.3	25.5	0.3	0.0	100
AGE: 7-10 GIRLS	71.6	28.4	0.0	0.0	100
AGE: 11-14 ALL	62.5	35.8	0.7	1.0	100
AGE: 11-14 BOYS	65.4	33.4	0.9	0.4	100
AGE: 11-14 GIRLS	59.4	38.6	0.4	1.7	100
AGE: 15-16 ALL	60.4	37.0	2.0	0.6	100
AGE: 15-16 BOYS	61.4	36.0	1.5	1.0	100
AGE: 15-16 GIRLS	58.9	38.4	2.7	0.0	100

NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 2.3% in 2006 to 0.6% in 2007 to 0.5% in 2008, 0.3% in 2009 and to 1.7% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010

How to read this chart: In 2010, 29.3% of all boys (age 6-14) were enrolled in private school and 33.3% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	14.3	48.9	35.3	1.5									100
II	1.8	7.5	45.5	42.6	2.5								100
III	2.0		5.3	52.2	40.0	0.6							100
IV	1.5			9.4	28.6	58.8	1.8						100
V	2.5					53.7	34.3	5.8	3.7				100
VI	0.0					5.4	33.0	48.5	11.5	1.7			100
VII	6.2							46.7	31.3	10.3	5.5		100
VIII	5.3							5.2	36.0	34.1	16.1	3.4	100

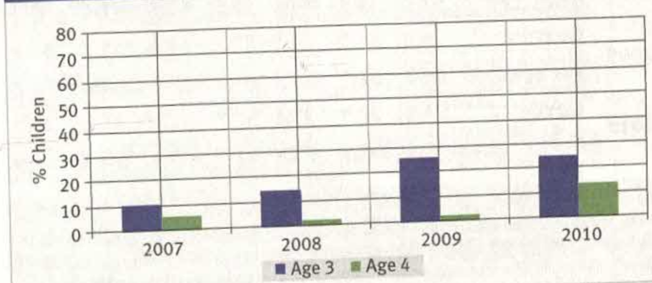
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std VI, 33.0% children are 11 years old but there are also 5.4% who are 10, 48.5% who are 12, 11.5% who are 13 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	38.0	37.0				25.0	100
AGE 4	38.2	47.8				14.1	100
AGE 5	28.7	53.4	11.6	4.1	0.0	2.3	100
AGE 6	14.3	15.7	45.3	23.0	0.9	0.9	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 88.7% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 25% of all age 3 children were not attending any kind of preschool or school.

Reading in own language

Table 4: Class-wise % children by reading level All schools 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	5.2	68.1	16.0	2.4	8.4	100
II	4.1	21.1	60.1	8.1	6.6	100
III	0.0	14.5	38.7	38.0	8.8	100
IV	2.2	0.0	22.2	36.4	39.3	100
V	0.0	1.2	10.7	15.9	72.1	100
VI	0.0	0.7	0.0	16.5	82.8	100
VII	0.0	1.0	0.0	13.7	85.3	100
VIII	1.1	0.0	0.0	15.7	83.2	100
TOTAL	1.4	12.4	18.7	19.1	48.5	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0% children cannot even read letters, 14.5% can read letters but not more, 38.7% can read words but not Std 1 text or higher, 38% can read Std 1 text but not Std 2 level text, and 8.8% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

वाचन चाचणी (२)

Std II Level

गोष्ट

आयज शाळेक दोन दिसांची सुटी आसा. आईन सांगले घरात झगडत बसचे परीस बागेत खेळपाक वचात. आमी कपाडात दवरलेले नवे कपडे घालून भायर सरले. आईन वांगडा जेवणाचो डबो दिलो. डबो घेवन सगळे बागेत पावले. आमिताचे पांय सारको रोयणीचेर पडलो. त्या बराबर मुयो भायर सरपाक लागल्यो. आमी सगळे धावपाक लागले. तरी आमच्या पायांक मुयो चावल्योच. बागेतल्या नळा सकयल आमी पाय धुयले.

Std I Level

परिच्छेद

सोनाच घर सोबीत आसा
घरात आवय बापूय रावता.
सोनाक आवय बरी वता
बापूय सोनाक अपूरबाय करता.

परिच्छेद

एक पावट अजय खाली पडलो
सोनल—महेश ताका हांसले.
एक पावट मोनू पडला
अजय—महेश ताका हासले

Chart 4: Trends over time % Children in Std III who cannot read Std I level text By school type 2007-2010

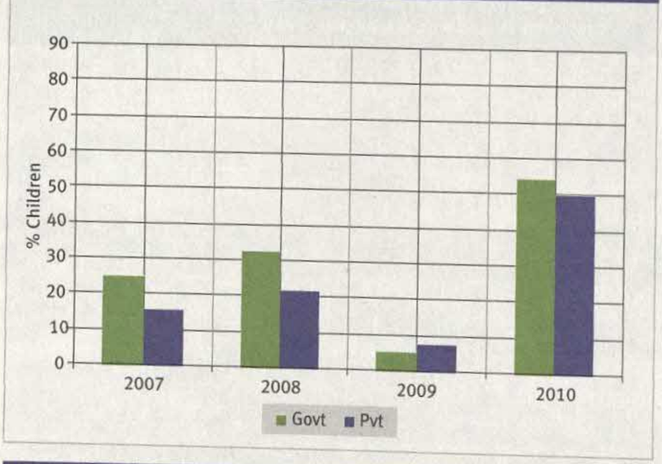
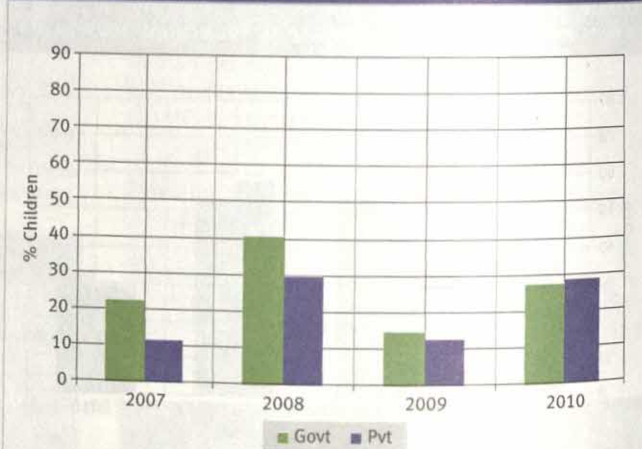


Chart 5: Trends over time % Children in Std V who cannot read Std II level text By school type 2007-2010



Tuition

Table 5: Class-wise % children attending paid tuition classes By school type 2007, 2009 and 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	23.3	40.1	37.1	44.9	31.8	37.1	42.1	54.5
	Pvt	37.6	42.7	51.1	44.1	55.3	51.7	51.6	66.3
2009	Govt	22.7	14.3	25.5	26.5	30.2	33.8	48.2	65.3
	Pvt	27.8	43.3	32.0	51.7	67.1	62.5	54.6	76.7
2010	Govt	23.3	24.3	27.3	33.4	48.7	44.7	43.3	36.9
	Pvt	43.4	54.9	46.5	53.8	57.4	74.4	55.5	73.9

Note: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	5.9	71.0	17.3	1.6	4.3	100
II	4.0	23.5	61.5	7.7	3.3	100
III	0.0	16.9	46.7	29.8	6.6	100
IV	2.2	0.0	30.9	36.1	30.9	100
V	0.0	1.2	12.9	28.8	57.1	100
VI	0.0	0.7	4.4	25.6	69.4	100
VII	0.0	0.0	3.1	18.2	78.7	100
VIII	1.1	0.0	3.4	17.6	77.9	100
TOTAL	1.5	13.3	22.8	21.3	41.0	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0% children cannot even recognize numbers 1-9, 16.9% can recognize numbers up to 10 but not more, 46.7% can recognize numbers upto 100 but cannot do subtraction, 29.8% can do subtraction but not division, and 6.6% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

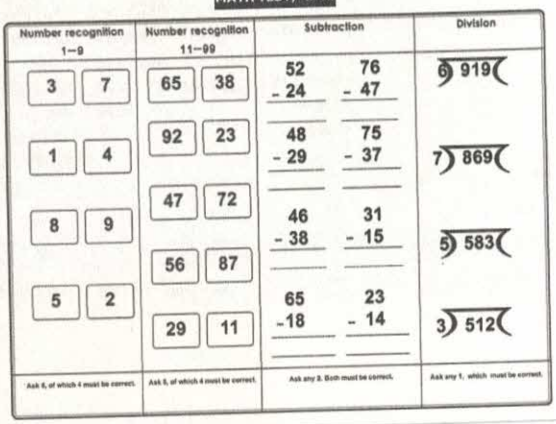


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

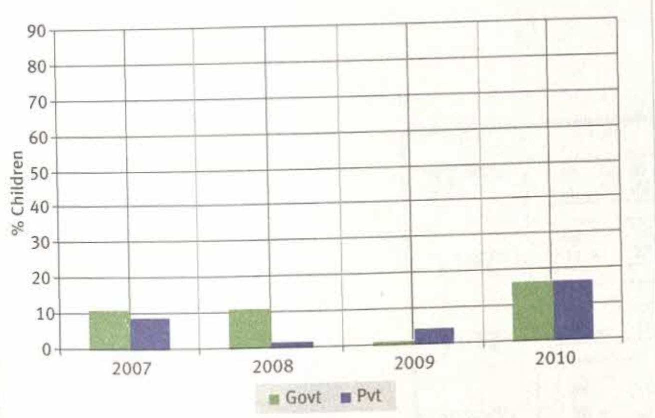
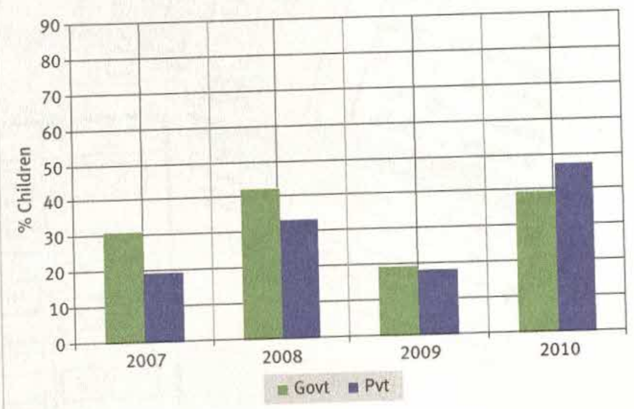


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



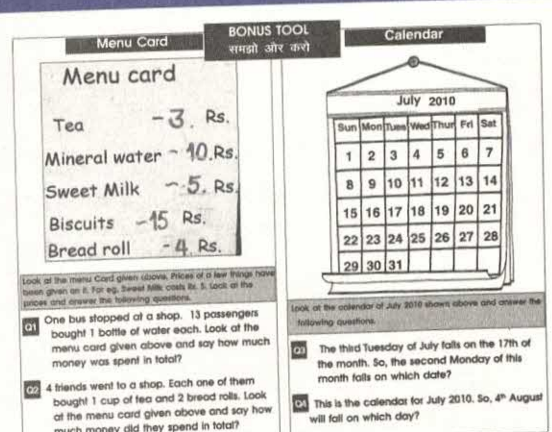
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu Neither	Menu One	Menu Both	Calendar Neither	Calendar One	Calendar Both	Area Neither	Area One	Area Both	Estimation Neither	Estimation One	Estimation Both
V	9.0	20.0	71.0	15.0	19.5	65.5	37.3	18.7	44.0	34.4	9.4	56.2
VI	1.1	5.3	93.6	2.8	13.0	84.3	21.5	13.2	65.3	17.0	2.8	80.2
VII	3.5	3.9	92.6	6.1	11.4	82.6	19.2	18.4	62.5	23.9	6.8	69.3
VIII	2.3	9.3	88.4	4.3	11.3	84.4	12.5	14.0	73.5	17.1	10.5	72.5

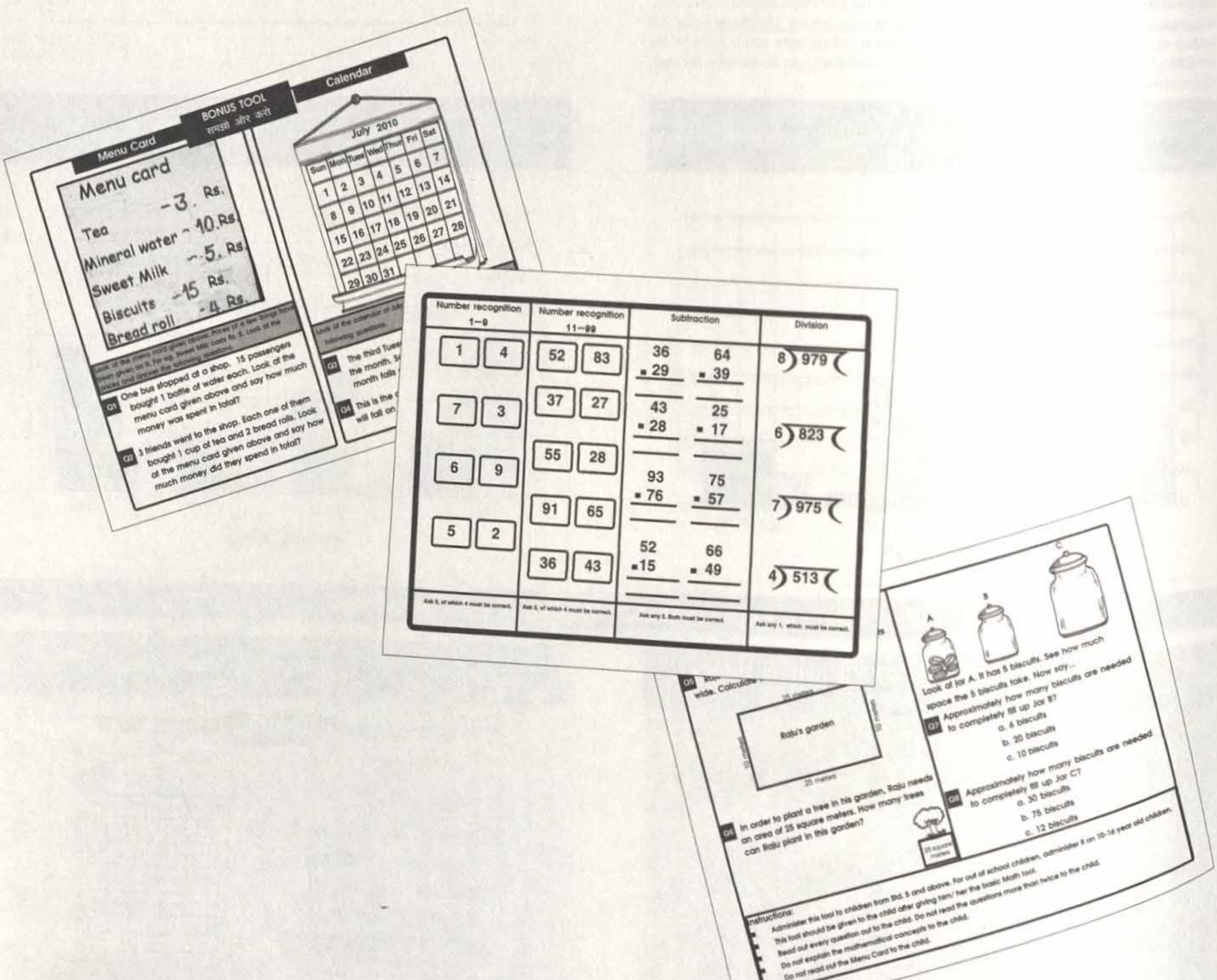
NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
North Goa	81.2	0.4	37.7	50.4	94.9	94.9	70.4	62.4	86.2	78.6	59.0	72.4
South Goa	77.7	0.5	19.3	47.5	96.4	95.4	67.4	61.8	85.7	79.0	63.0	64.3
Total	**79.9**	**0.4**	**31.1**	**49.4**	**95.4**	**95.1**	**69.3**	**62.2**	**86.0**	**78.8**	**60.6**	**69.2**



GUJARAT

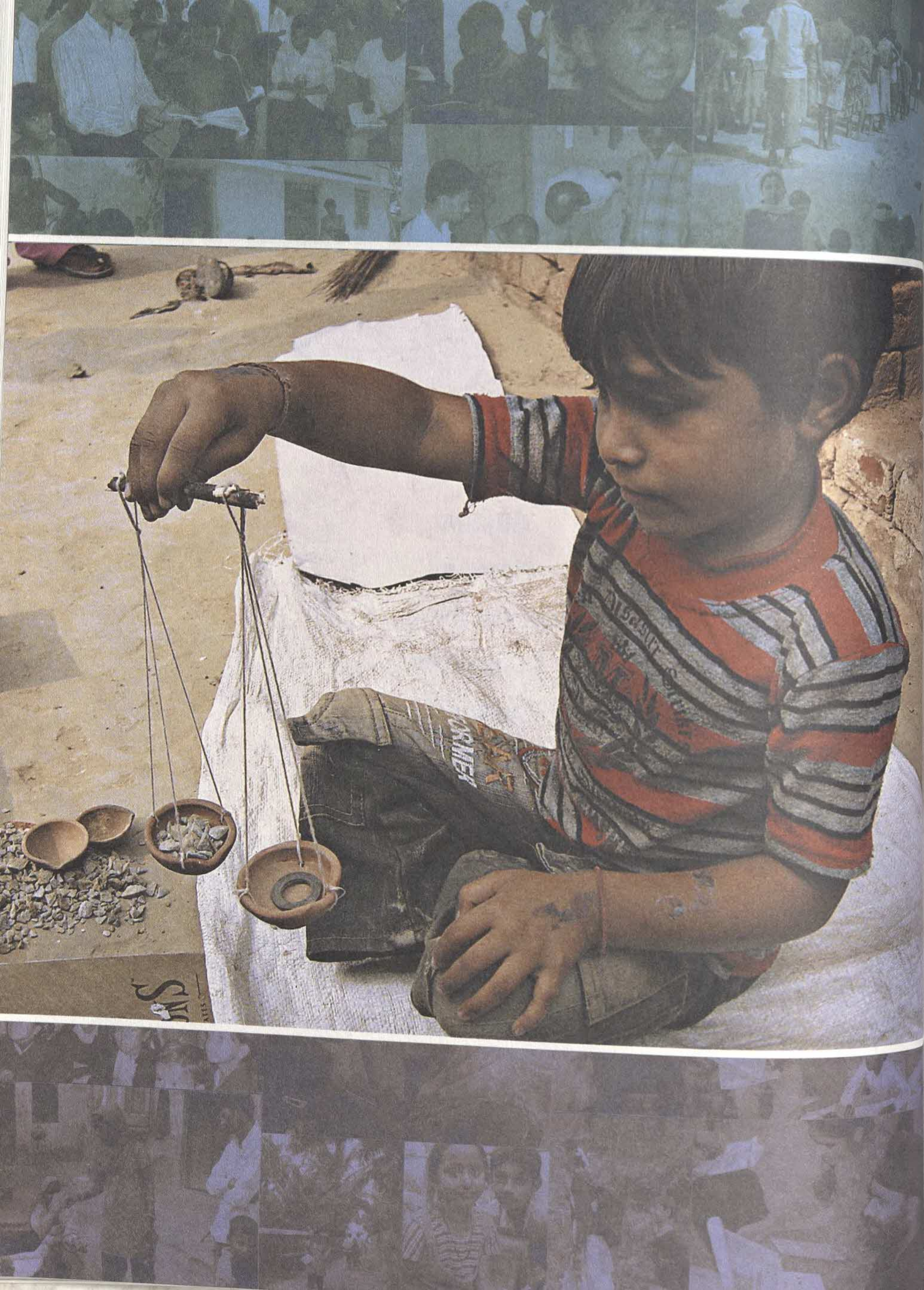
HARYANA

HIMACHAL PRADESH

JHARKHAND

KARNATAKA

KERALA



GUJARAT *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 26 OUT OF 26 DISTRICTS

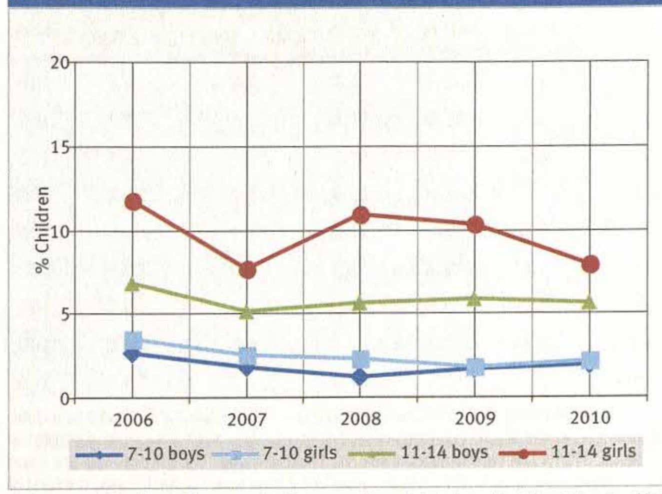
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	84.9	10.7	0.4	4.0	100
Age: 7-16 ALL	80.4	12.5	0.5	6.7	100
Age: 7-10 ALL	88.9	8.7	0.5	2.0	100
Age: 7-10 BOYS	87.9	9.8	0.4	1.9	100
Age: 7-10 GIRLS	90.1	7.2	0.5	2.1	100
Age: 11-14 ALL	79.4	13.4	0.5	6.7	100
Age: 11-14 BOYS	78.6	15.3	0.5	5.6	100
Age: 11-14 GIRLS	80.5	11.0	0.6	8.0	100
Age: 15-16 ALL	53.1	22.8	0.6	23.5	100
Age: 15-16 BOYS	56.4	24.0	0.5	19.2	100
Age: 15-16 GIRLS	48.9	21.3	0.7	29.1	100

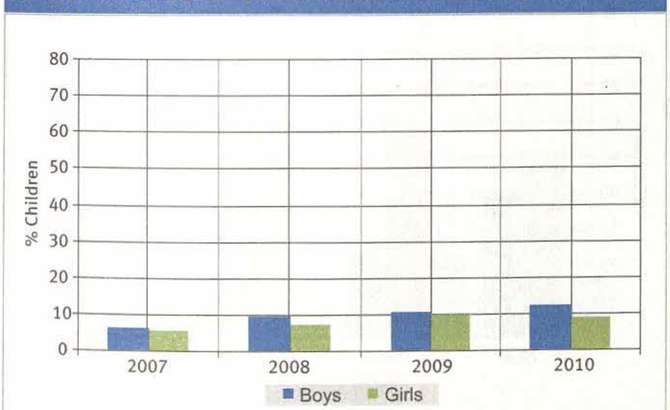
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 11.7% in 2006 to 7.6% in 2007 to 10.9% in 2008, 10.2% in 2009 and to 8% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 12.2% of all boys (age 6-14) were enrolled in private school and 8.8% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>27.4</td><td>62.4</td><td>6.7</td><td colspan="9">3.6</td><td>100</td></tr>
<tr><td>II</td><td>1.1</td><td>7.5</td><td>75.8</td><td>11.4</td><td>3.0</td><td colspan="7">1.2</td><td>100</td></tr>
<tr><td>III</td><td colspan="2">1.5</td><td>6.9</td><td>75.6</td><td>11.7</td><td>2.5</td><td colspan="6">2.0</td><td>100</td></tr>
<tr><td>IV</td><td colspan="3">2.2</td><td>7.2</td><td>71.1</td><td>15.3</td><td>2.2</td><td colspan="5">1.8</td><td>100</td></tr>
<tr><td>V</td><td colspan="4">1.8</td><td>4.3</td><td>74.7</td><td>13.4</td><td>3.9</td><td colspan="4">1.9</td><td>100</td></tr>
<tr><td>VI</td><td colspan="5">1.8</td><td>4.9</td><td>70.1</td><td>17.8</td><td>4.0</td><td colspan="3">1.4</td><td>100</td></tr>
<tr><td>VII</td><td colspan="6">2.5</td><td>5.8</td><td>67.6</td><td>18.3</td><td>4.4</td><td colspan="2">1.7</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="7">3.5</td><td>7.5</td><td>67.9</td><td>14.6</td><td>4.6</td><td>1.9</td><td>100</td></tr>
</table>

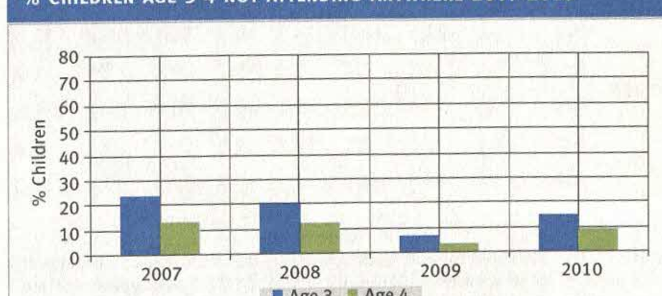
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 75.6 % children are 8 years old but there are also 6.9% who are 7, 11.7% who are 9, 2.5% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	82.5	2.8				14.7	100
Age 4	84.4	6.5				9.0	100
Age 5	27.0	4.7	49.4	8.3	0.7	9.9	100
Age 6	2.2	0.6	85.2	8.0	0.1	3.9	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 97.3% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 14.7% of all age 3 children were not attending any kind of preschool or school.

Reading in own language

Table 4: Class-wise % children by READING level All schools 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	28.6	50.8	14.3	4.4	2.0	100
II	8.7	35.0	36.0	12.6	7.7	100
III	4.7	17.8	37.7	25.8	14.1	100
IV	1.8	8.8	21.4	37.0	31.1	100
V	1.6	5.6	14.0	33.3	45.5	100
VI	1.4	3.4	8.1	28.0	59.1	100
VII	1.3	2.5	5.9	20.1	70.3	100
VIII	0.5	1.6	4.2	14.8	78.9	100
Total	5.7	15.1	17.9	22.8	38.5	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 4.7% children cannot even read letters, 17.8% can read letters but not more, 37.7% can read words but not Std 1 text or higher, 25.8% can read Std 1 text but not Std 2 level text, and 14.1% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

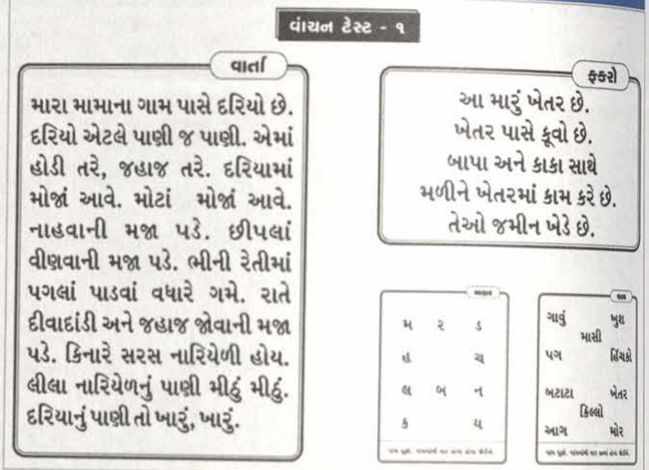


Chart 4: Trends over time % Children in Std III who CANNOT READ Std I LEVEL TEXT By school type 2007-2010

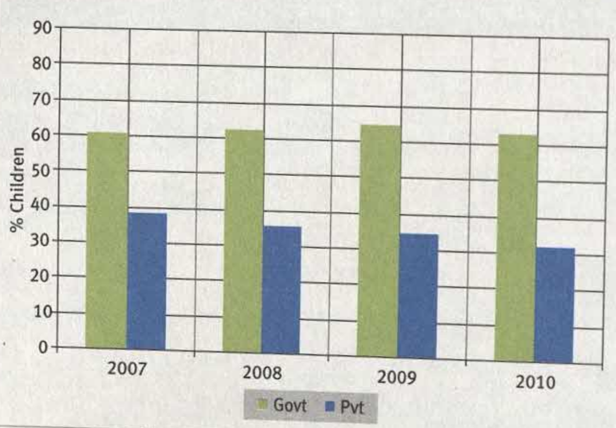
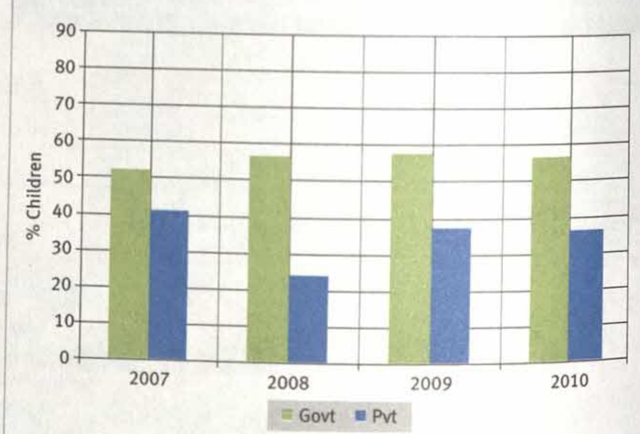


Chart 5: Trends over time % Children in Std V who CANNOT READ Std II LEVEL TEXT By school type 2007-2010

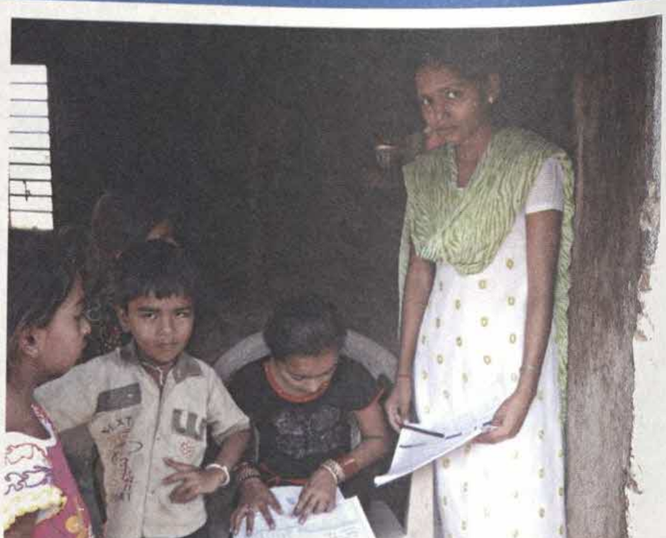


Tuition

Table 5: Class-wise % children attending PAID TUITION CLASSES By school type 2007, 2009 and 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	3.9	5.6	6.0	5.8	7.4	7.3	10.2	13.0
	Pvt	19.8	23.5	26.6	26.1	40.3	31.1	35.2	26.0
2009	Govt	5.5	7.1	7.1	9.0	9.2	9.0	9.1	11.9
	Pvt	29.4	33.8	39.9	40.4	44.0	38.8	31.0	23.8
2010	Govt	5.5	8.9	8.5	10.7	9.5	10.7	10.4	9.8
	Pvt	21.4	36.9	44.1	35.9	40.8	39.4	39.8	28.8

Note: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	30.5	51.1	14.5	2.8	1.0	100
II	10.8	42.7	35.3	8.1	3.2	100
III	6.0	24.5	44.2	20.6	4.7	100
IV	2.6	14.5	33.7	38.3	10.9	100
V	2.1	8.2	26.9	41.8	21.1	100
VI	1.8	6.0	20.9	41.0	30.3	100
VII	1.7	4.3	15.8	36.6	41.6	100
VIII	0.9	3.6	11.1	30.1	54.3	100
TOTAL	6.7	18.8	25.8	28.2	20.5	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 6% children cannot even recognize numbers 1-9, 24.5% can recognize numbers up to 10 but not more, 44.2% can recognize numbers upto 100 but cannot do subtraction, 20.6% can do subtraction but not division, and 4.7% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

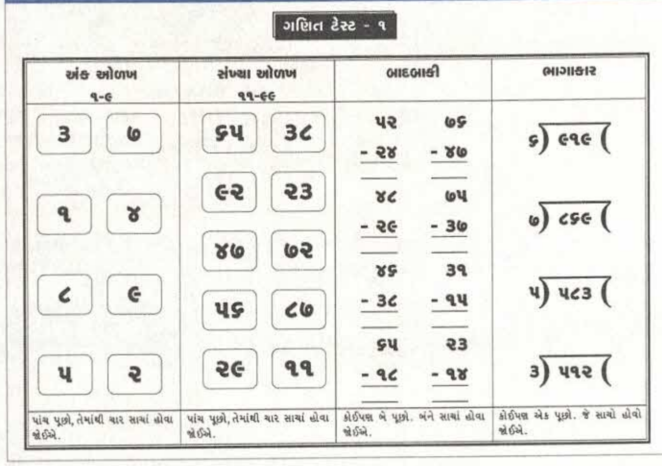


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

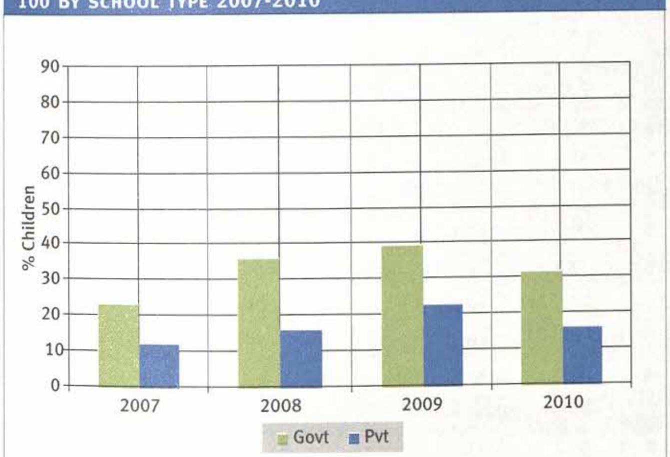
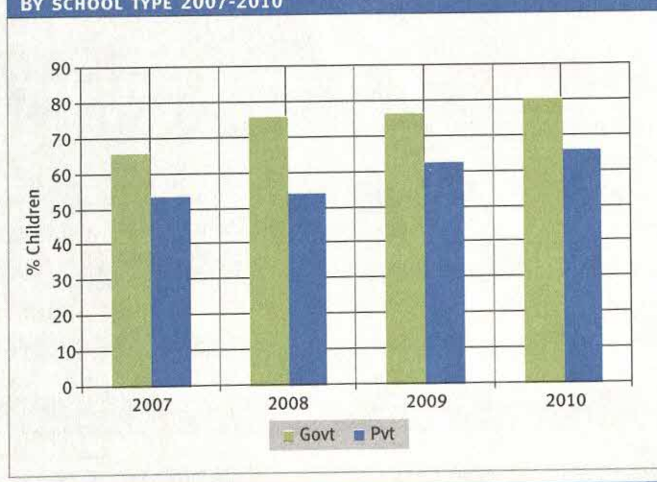


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



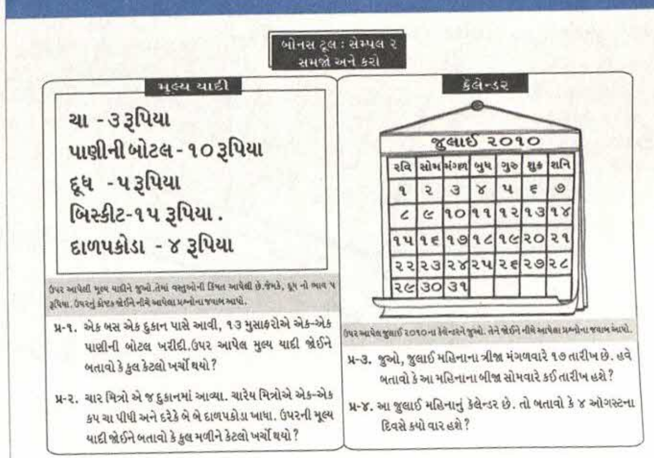
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	26.7	15.5	57.8	39.9	18.2	42.0	65.0	12.9	22.1	46.0	14.1	39.9
VI	19.3	14.8	65.9	33.0	17.4	49.7	57.6	13.7	28.7	40.9	14.4	44.7
VII	15.3	13.3	71.4	25.1	16.4	58.5	47.7	16.2	36.1	34.6	12.8	52.6
VIII	10.8	11.5	77.7	16.5	17.5	66.0	39.7	12.7	47.6	23.9	12.9	63.2

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

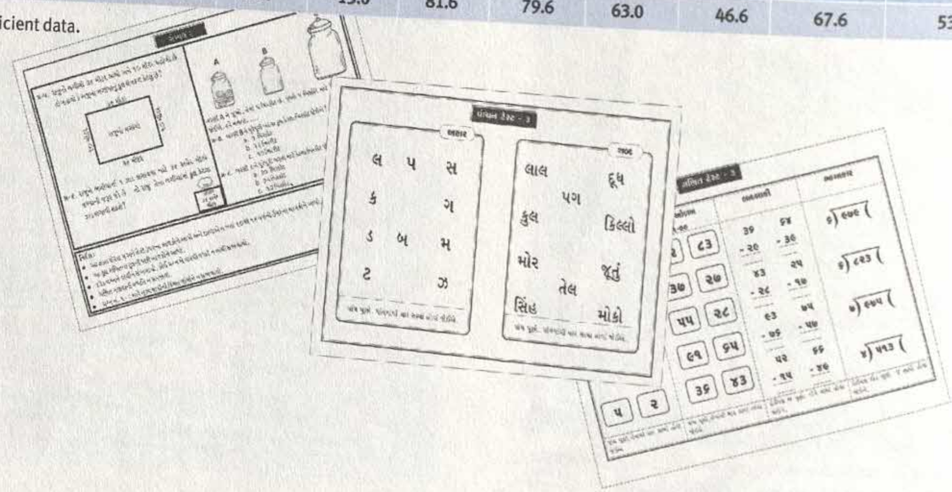
EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Ahmedabad	95.5	9.5	5.3	3.4	69.9	70.2	55.3	40.7	51.0	35.0	19.6	26.3
Amreli	92.4	1.2	15.3	9.4	93.6	83.2	75.9	57.4	77.6	59.4	34.0	31.9
Anand	90.0	1.7	21.8	20.7	82.8	81.0	57.2	37.2	72.7	64.5	32.8	63.1
Banas Kantha	77.7	6.0	8.5	11.4	82.9	83.8	54.2	43.1	74.3	67.6	34.7	61.7
Bharuch	70.2	2.2	14.1	13.6	68.4	65.1	60.6	44.3	62.4	46.6	30.0	35.0
Bhavnagar	79.3	5.5	7.5	14.5	72.7	71.6	65.6	42.8	56.4	34.1	13.2	38.6
Dahod	95.2	2.8	1.3	6.6	71.3	67.8	39.5	29.2	62.4	40.0	37.6	47.7
Gandhinagar	80.2	2.9	21.7	26.0	69.9	73.2	62.3	41.9	59.3	50.4	34.2	51.0
Jamnagar	97.9	4.1	23.6	15.1	86.1	86.1	68.1	37.3	72.5	54.4	28.8	36.8
Junagadh *	10.5	14.0	20.9		97.9	82.8	84.1	60.9	99.4	96.4	95.4	96.9
Kachchh	72.7	8.0	10.4	20.5	65.9	60.3	55.3	32.1	56.3	43.6	31.1	46.1
Kheda	90.9	1.2	13.3	10.7	79.5	81.4	62.6	44.2	74.5	72.7	67.1	76.9
Mehsana	94.3	1.5	4.2	16.7	95.5	91.0	80.9	72.8	84.3	51.4	36.2	30.2
Narmada	96.6	7.8	4.2	3.6	71.3	69.5	46.1	23.3	39.7	11.5	7.7	41.6
Navsari	97.0	2.2	4.5	13.6	80.3	81.3	38.8	23.3	53.8	57.1	39.2	60.8
Panch Mahal	98.5	1.6	8.4	17.1	91.8	91.8	62.0	59.3	62.7	58.9	49.5	54.7
Patan	96.1	4.7	3.5	19.5	70.4	71.5	75.9	40.6	63.0	53.4	27.8	51.3
Porbandar	95.7	1.1	4.8	13.6	92.7	89.6	77.8	64.6	81.5	63.8	40.6	44.5
Rajkot	80.7	4.3	18.6	10.2	84.4	78.1	68.0	52.7	72.0	61.4	49.8	54.8
Sabar Kantha *	98.2	3.2	8.5	12.1	87.6	85.9	60.2	48.4	94.5	91.7		75.9
Surat*	100.0	3.6	7.1	7.6	84.3	85.4	66.7	61.3				
Surendranagar	90.5	3.0	12.4	12.1	90.4	83.9	67.7	37.9	64.6	50.8	37.4	54.6
Tapi	97.4	3.1	4.4	4.2	85.4	81.9	53.2	53.9	50.5	42.7	31.3	33.9
The Dangs	99.5	6.2	3.0	4.0	75.7	76.3	47.1	37.5	66.2	45.0	26.9	58.5
Vadodara	95.0	4.1	12.0	10.9	78.1	77.7	69.5	50.0	56.5	33.8	7.0	57.1
Valsad	95.6	1.5	6.6	15.2	93.4	93.4	66.5	49.4	47.3	35.7	14.2	57.5
Total	**88.4**	**4.0**	**10.7**	**13.0**	**81.6**	**79.6**	**63.0**	**46.6**	**67.6**	**53.4**	**33.0**	**49.3**

* Blank cells indicate insufficient data.



As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

	2007	2009	2010
Type of school			
Std I-IV/V : Primary	76	73	66
Std I-VII/VIII: Primary + Upper Primary	558	591	557
Total schools visited	634	664	623

Table 10: Teacher attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	94.7	95.4	94.7	93.0	94.8	95.9
% Schools with no teacher present	0.0	0.0	0.0	0.0	0.0	0.0
% Schools with all teachers present	85.7	84.1	78.7	69.9	76.5	77.2

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	0.0	0.0
Headteacher appointed but not present on day of visit	18.2	5.6
Headteacher appointed & present on day of visit	81.8	94.4
Total	100.0	100.0

Table 12: Student attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	81.0	83.9	87.4	85.5	83.1	84.3
% Schools with less than 50% enrolled children present	5.6	0.0	0.0	2.4	3.9	3.2
% Schools with 75% or more enrolled children present	68.1	77.8	85.0	85.9	76.8	81.3

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	85.9	43.4
Computers but no children using them at time of visit	4.7	26.6
Computers and children using them at time of visit	9.4	30.1
Total	100.0	100.0

Table 14: Multigrade classes

	2007	2009	2010	2007	2009	2010
% Schools in which	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	59.2	76.8	56.1	28.4	38.2	33.6
Std IV children sitting with one or more other classes	58.6	69.0	51.7	27.6	36.6	30.7

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	54	70.4	22.2	7.4	59	84.8	5.1	10.2
Development grant	53	88.7	5.7	5.7	60	85.0	5.0	10.0
Teacher grant (TLM)	58	87.9	8.6	3.5	59	94.9	0.0	5.1

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	58	74.1	24.1	1.7	59	84.8	5.1	10.2
Development grant	59	86.4	11.9	1.7	60	85.0	5.0	10.0
Teacher grant (TLM)	63	95.2	3.2	1.6	59	94.9	0.0	5.1

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

Right to education indicators

Table 17: Schools by enrollment 2010

School enrollment	Number of schools	% of schools
1-60	27	4.6
61-90	25	4.2
91-120	34	5.8
› 120	504	85.4
Total	590	100.0

Table 18: Pupil to teacher ratio compared to RTE norms 2010

School enrollment	Number of teachers: 1	2	3	4	5	6	≥7	Total
1-60	69.6	26.1	4.4					100
61-90	70.8		12.5	16.7				100
91-120	35.5			25.8	38.7			100
› 120	10.3				6.1	83.7		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 12.5% of schools are at norm (i.e. have 3 teachers), 70.8% are below the norm and 16.7% are above the norm.

Table 19: Schools by number of teachers 2010

Number of teachers	Number of schools	% of schools
1	20	3.6
2	31	5.6
3	25	4.5
4	32	5.8
5	39	7.1
6	46	8.3
≥7	360	65.1
Total	553	100.0

Table 20: Teacher to classroom ratio compared to RTE norms 2010

Number of Teachers	Number of classrooms: 0	1	2	3	4	5	6	≥7	Total
1	0.0	0.0	100.0						100
2	0.0		16.7	83.3					100
3	5.6			11.1	83.3				100
4	14.3				21.4	64.3			100
5	30.3					30.3	39.4		100
6	26.1						8.7	65.2	100
≥7	16.0							84.0	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 11.1% of schools are at norm (i.e. have 3 classrooms), 5.6% are below the norm and 83.3% are above the norm.

Table 21: Facilities compared to RTE norms 2010

% of schools with		
Building	Office/Store/Office cum store	80.2
	Playground	75.4
	Boundary wall	84.5
Drinking water	No facility for drinking water	14.1
	Facility but no drinking water available	6.5
	Drinking water available	79.3
Toilet	No toilet facility	2.6
	Facility but toilet not useable	29.3
	Toilet useable	68.1
Girls toilet	% Schools with no separate provision for girls toilets	12.7
	Of schools with separate girls toilets, % schools where	
	Toilet locked	21.3
	Toilet not useable	11.3
	Toilet useable	54.7
TLM	Teaching learning material in Std 2	95.6
	Teaching learning material in Std 4	94.8
Library	No library	16.2
	Library but no books being used by children on day of visit	35.2
	Library books being used by children on day of visit	48.5
MDM	Kitchen shed for cooking midday meal	88.4
	Midday meal served in school on day of visit	96.4

Note: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

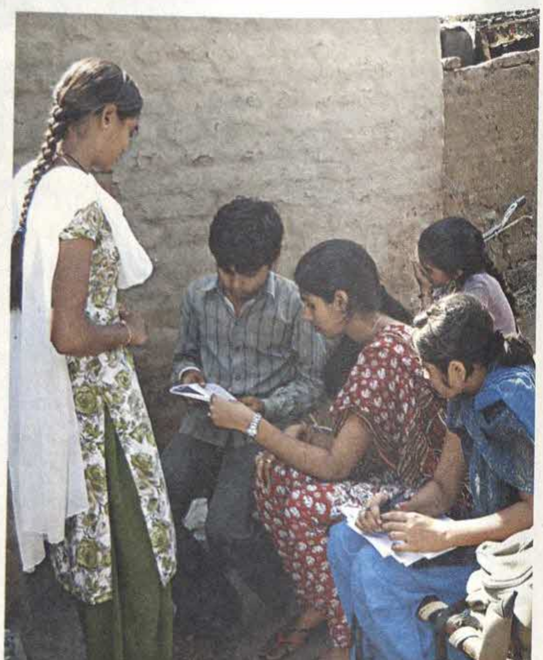
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



HARYANA *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 20 OUT OF 20 DISTRICTS

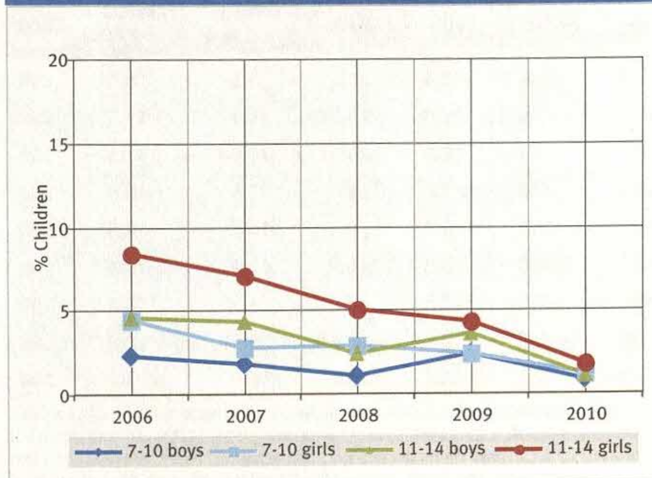
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	56.3	41.8	0.8	1.1	100
Age: 7-16 ALL	57.5	39.8	0.8	2.0	100
Age: 7-10 ALL	53.6	44.5	1.0	1.0	100
Age: 7-10 BOYS	50.2	48.1	0.9	0.8	100
Age: 7-10 GIRLS	58.2	39.6	1.0	1.2	100
Age: 11-14 ALL	61.3	36.7	0.7	1.4	100
Age: 11-14 BOYS	58.2	40.1	0.7	1.0	100
Age: 11-14 GIRLS	65.6	32.0	0.6	1.8	100
Age: 15-16 ALL	58.4	34.7	0.8	6.1	100
Age: 15-16 BOYS	57.5	36.7	0.8	5.0	100
Age: 15-16 GIRLS	59.8	31.6	0.9	7.7	100

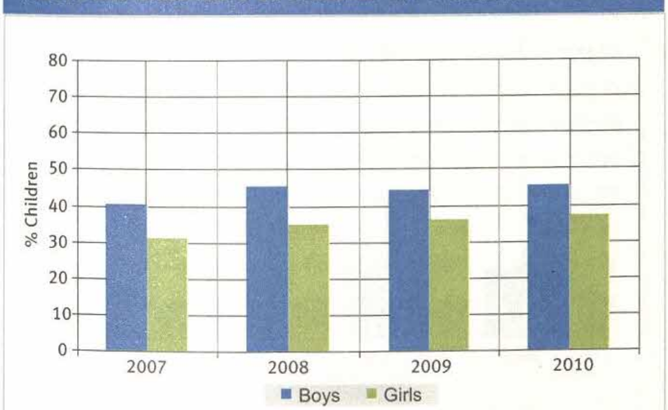
NOTE: 'Other' includes children going to madarssa and EGS.
'Not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 8.4% in 2006 to 7% in 2007 to 5.1% in 2008, 4.3% in 2009 and to 1.8% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 45.3% of all boys (age 6-14) were enrolled in private school and 37.2% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	28.9	39.3	19.3	8.0	4.5								100
II	6.9	21.5	33.9	24.5	6.6	6.7							100
III	6.3		16.3	41.3	19.7	10.8	5.7						100
IV	4.9			19.0	28.5	29.7	9.3	8.7					100
V	7.7				11.8	39.3	20.2	13.3	7.7				100
VI	5.4					20.8	25.3	30.8	9.9	7.8			100
VII	6.7						12.1	39.8	23.0	11.8	6.7		100
VIII	6.3							19.2	30.7	26.6	11.1	6.1	100

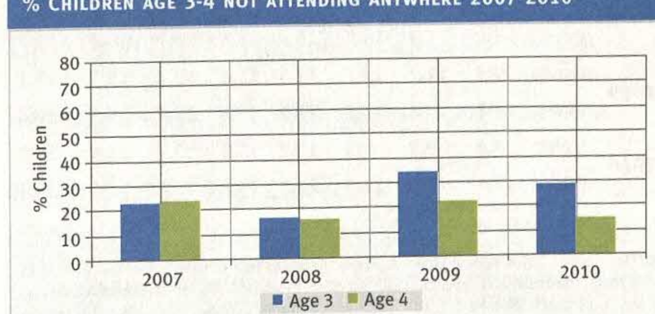
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 41.3 % children are 8 years old but there are also 16.3% who are 7, 19.7% who are 9, 10.8% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	57.1	14.8				28.1	100
Age 4	38.5	46.8				14.7	100
Age 5	8.3	10.1	31.0	44.5	1.3	4.9	100
Age 6	2.1	4.1	43.0	48.4	0.7	1.8	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 97.5% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 28.1% of all age 3 children were not attending any kind of preschool or school.

Reading in own language

Table 4: Class-wise % children by READING level
All schools 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	18.6	42.4	21.9	8.5	8.5	100
II	5.9	25.6	33.2	16.1	19.2	100
III	3.3	12.8	25.7	26.6	31.5	100
IV	2.0	8.7	15.4	25.4	48.5	100
V	1.5	4.9	9.4	16.8	67.5	100
VI	0.8	3.3	4.9	12.0	79.1	100
VII	0.8	1.4	4.0	8.5	85.3	100
VIII	0.7	2.1	2.9	6.5	87.8	100
Total	4.1	12.6	14.9	15.4	53.0	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 3.3% children cannot even read letters, 12.8% can read letters but not more, 25.7% can read words but not Std 1 text or higher, 26.6% can read Std 1 text but not Std 2 level text, and 31.5% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

पढ़ने की जाँच (4)

कहानी

मैं और मेरी बहन रीता छत पर खेल रहे थे। अचानक आसमान में बादल गरजने लगे। बिजली कड़कने लगी। बारिश की बड़ी-बड़ी बूंदें पड़ने लगीं। मैं और रीता भागकर जल्दी से नीचे आ गए। तभी भैया गरम-गरम पकौड़े और समोसे ले आए। हम सबने नीचे बैठकर समोसे और पकौड़े खाये और बारिश का मज़ा लिया।

अनुच्छेद

नीतू का घर बहुत बड़ा है।
घर के बाहर बग़ीचा है।
कई तरह के पौधे हैं।
वहाँ बहुत तितलियाँ आती हैं।

र ग स
घ ख
झ द प
त न

पुल मोती
गोल
भूखा लौकी
सेब दाल
गिन
पीला कैसा

Chart 4: Trends over time
% Children in Std III who CANNOT READ Std I LEVEL TEXT
By school type 2007-2010

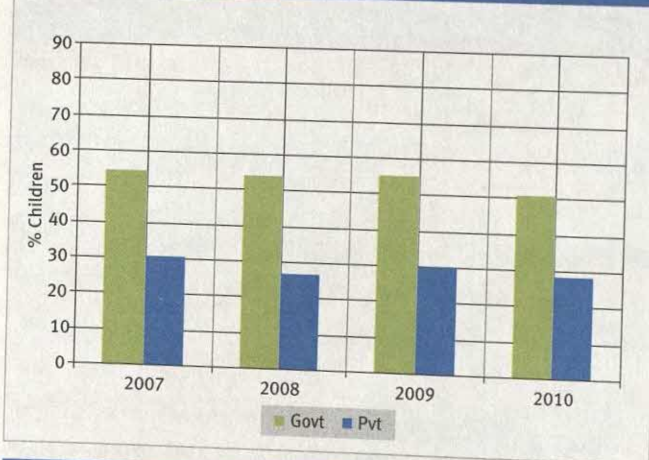
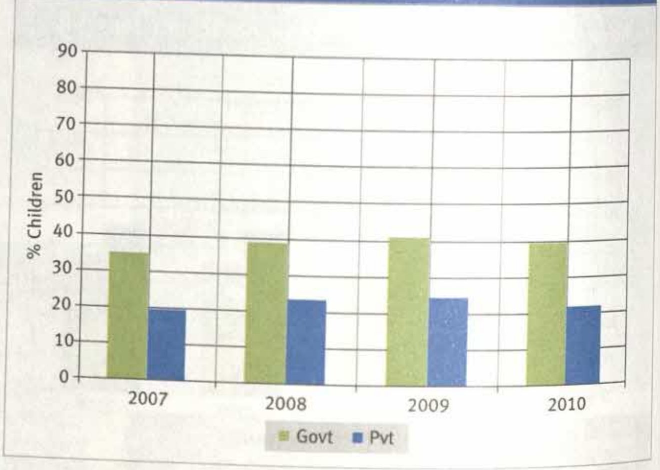


Chart 5: Trends over time
% Children in Std V who CANNOT READ Std II LEVEL TEXT
By school type 2007-2010



Tuition

Table 5: Class-wise % children attending paid tuition classes
By school type 2007, 2009 and 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	5.1	5.2	7.2	7.3	9.6	7.6	6.3	10.6
	Pvt	11.0	11.2	14.5	14.0	17.1	16.8	16.3	19.7
2009	Govt	9.6	11.1	13.7	12.5	15.1	12.4	15.3	19.1
	Pvt	17.8	20.6	23.6	27.1	30.3	29.7	24.5	32.4
2010	Govt	8.0	9.9	8.8	10.3	12.8	12.2	11.9	13.0
	Pvt	17.9	17.6	23.3	22.1	25.0	21.7	21.9	25.1

Note: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

Arithmetic

Table 6: Class-wise % children by arithmetic level All schools 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	17.4	42.2	25.3	9.3	5.8	100
II	5.5	26.5	36.0	18.9	13.1	100
III	2.5	15.3	29.7	29.8	22.8	100
IV	2.0	8.4	18.6	31.0	40.1	100
V	1.5	4.7	10.6	24.8	58.4	100
VI	0.8	3.7	6.4	17.3	71.8	100
VII	1.0	1.7	5.8	14.1	77.5	100
VIII	0.7	2.5	3.4	10.3	83.1	100
Total	3.8	13.0	17.2	19.9	46.2	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 2.5% children cannot even recognize numbers 1-9, 15.3% can recognize numbers up to 10 but not more, 29.7% can recognize numbers upto 100 but cannot do subtraction, 29.8% can do subtraction but not division, and 22.8% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time % Children in Std III who cannot recognise numbers upto 100 by school type 2007-2010

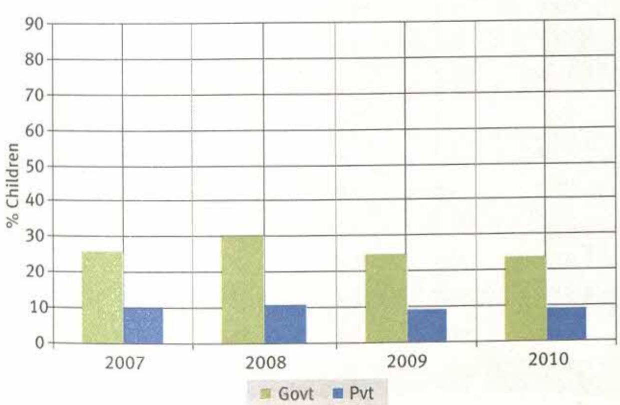
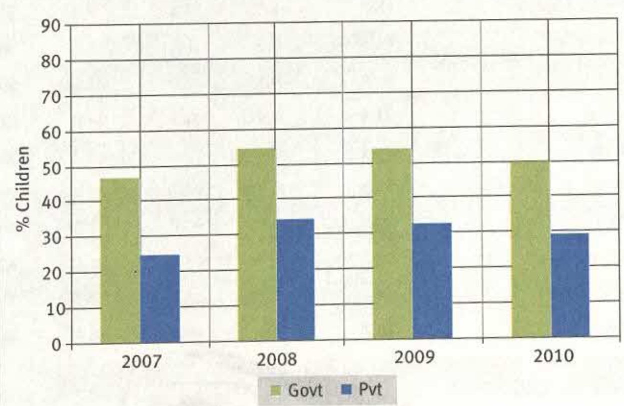


Chart 7: Trends over time % Children in Std V who cannot do division by school type 2007-2010



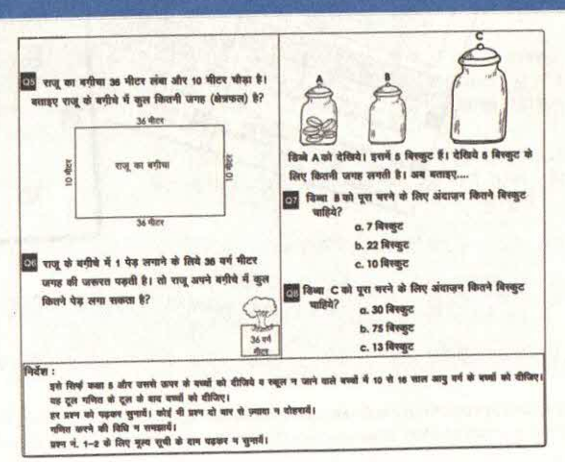
Critical Thinking and Everyday Calculations

Table 7: Classwise % children in Std V-VIII able to answer questions in everyday math. All schools 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	22.2	16.9	60.9	35.3	18.5	46.2	52.0	16.0	31.9	48.8	13.6	37.6
VI	15.1	15.2	69.7	26.2	16.3	57.5	40.7	16.2	43.1	35.6	12.7	51.7
VII	11.1	13.2	75.7	19.0	17.1	63.9	31.3	17.9	50.8	29.1	13.3	57.6
VIII	8.9	10.5	80.6	15.1	13.0	71.9	22.8	16.8	60.5	23.9	11.4	64.7

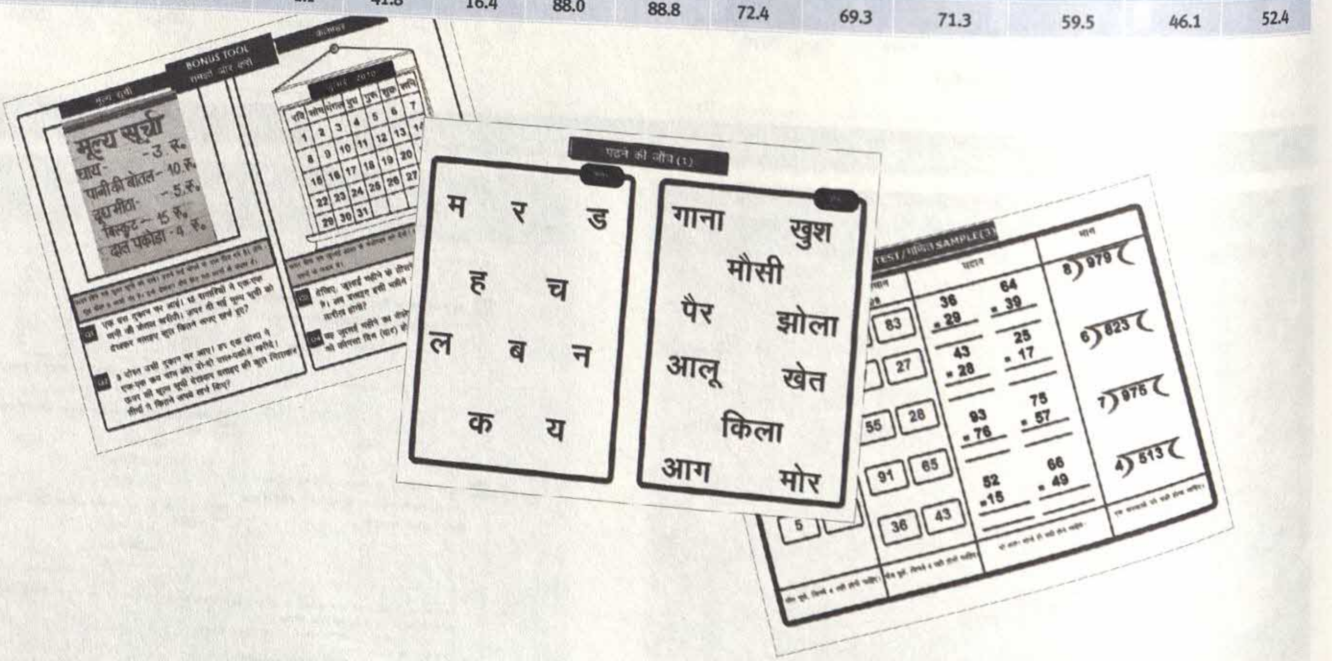
Note: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

Everyday Math Tool



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Ambala	80.6	0.3	38.1	35.3	73.0	76.0	56.3	47.7	60.8	53.3	26.3	60.8
Bhiwani	88.8	0.4	53.8	11.2	90.6	92.6	81.2	81.3	75.9	59.3	42.6	45.3
Faridabad	65.3	1.0	54.2	10.7	85.3	87.0	70.1	70.3	65.6	55.4	43.4	50.3
Fatehabad	58.5	0.6	44.2	7.6	93.2	89.9	73.6	67.0	75.5	61.2	56.3	52.9
Gurgaon	90.3	0.5	47.4	14.6	85.7	88.5	68.6	64.1	65.8	59.3	48.1	68.8
Hisar	75.4	0.7	52.6	10.2	86.1	87.3	72.1	65.5	61.1	40.9	30.5	35.3
Jhajjar	85.8	0.9	41.5	13.9	90.1	91.9	77.0	81.5	62.5	47.0	35.0	45.1
Jind	92.7	0.5	32.3	10.2	88.8	88.7	73.1	74.4	77.2	70.9	56.6	70.2
Kaithal	70.4	1.3	34.5	10.7	86.7	86.9	65.3	62.2	89.2	75.5	53.0	49.8
Karnal	74.6	2.0	38.6	20.1	83.1	82.1	63.8	60.9	65.4	56.9	42.2	36.5
Kurukshetra	87.1	0.3	20.1	15.5	90.6	89.8	62.8	58.7	63.4	52.8	48.5	53.7
Mahendragarh	78.2	1.5	37.6	9.1	86.8	90.2	73.8	70.1	56.5	39.1	35.7	56.9
Mewat	44.5	5.3	10.6	17.8	88.1	88.3	80.7	72.5	89.1	73.0	56.5	58.2
Panchkula	90.4	0.1	31.0	22.1	90.6	91.7	56.9	56.6	49.2	39.8	31.4	33.5
Panipat	81.4	1.9	41.7	24.6	87.1	88.2	70.6	66.6	78.7	57.8	43.8	47.1
Rewari	84.4	0.6	50.1	17.7	99.4	98.0	84.6	80.9	73.2	61.0	47.0	50.2
Rohtak	83.3	0.3	62.7	16.7	96.8	96.8	85.3	82.9	86.6	77.0	51.6	62.5
Sirsa	90.8	0.3	43.0	17.5	90.3	95.8	74.4	71.4	74.4	70.8	57.2	56.8
Sonipat	92.7	0.3	65.8	21.8	89.4	90.0	77.2	77.4	71.2	67.6	61.5	66.0
Yamunanagar	64.2	1.2	26.7	30.3	79.4	77.9	63.7	56.0	65.0	52.8	45.0	44.0
Total	**78.7**	**1.1**	**41.8**	**16.4**	**88.0**	**88.8**	**72.4**	**69.3**	**71.3**	**59.5**	**46.1**	**52.4**



HARYANA *RURAL*

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

	2007	2009	2010
TYPE OF SCHOOL			
Std I-IV/V : PRIMARY	335	361	302
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	95	167	226
TOTAL SCHOOLS VISITED	430	528	528

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	91.8	86.4	89.8	90.6	84.7	87.8
% SCHOOLS WITH NO TEACHER PRESENT	0.0	1.5	0.0	0.0	0.6	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT	72.6	56.8	63.5	62.7	32.3	44.9

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	4.8	4.4
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	5.7	12.0
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	89.6	83.5
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	82.1	83.6	82.9	84.4	85.0	81.7
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	2.3	1.4	0.3	1.2	0.6	1.3
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	80.7	81.4	79.7	84.9	87.3	77.6

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	89.9	73.1
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	6.9	15.1
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	3.1	11.9
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	37.8	36.6	33.0	25.8	29.4	31.3
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	30.0	25.7	30.1	22.2	25.2	28.9

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	273	79.5	14.7	5.9	275	91.6	5.5	2.9
DEVELOPMENT GRANT	252	68.7	25.0	6.4	251	88.5	7.2	4.4
TEACHER GRANT (TLM)	263	81.4	14.8	3.8	236	93.6	4.7	1.7

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	301	81.1	11.3	7.6	275	91.6	5.5	2.9
DEVELOPMENT GRANT	290	75.9	16.2	7.9	251	88.5	7.2	4.4
TEACHER GRANT (TLM)	301	89.0	7.0	4.0	236	93.6	4.7	1.7

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	34	6.5
61-90	36	6.9
91-120	45	8.6
› 120	409	78.1
TOTAL	524	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	51.7	34.5			13.8			100
61-90	69.7		9.1		21.2			100
91-120		52.4		14.3	33.3			100
› 120		29.4			12.2	58.4		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 9.1% of schools are at norm (i.e. have 3 teachers), 69.7% are below the norm and 21.2% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	34	7.0
2	56	11.5
3	50	10.3
4	54	11.1
5	56	11.5
6	35	7.2
≥7	203	41.6
TOTAL	488	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	14.8			85.2				100
2	8.7		10.9		80.4				100
3		23.1		20.5		56.4			100
4			30.8		10.3		59.0		100
5			29.3			34.2	36.6		100
6			39.1				26.1	34.8	100
≥7				30.6				69.4	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 20.5% of schools are at norm (i.e. have 3 classrooms), 23.1% are below the norm and 56.4% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	85.9
	Playground	79.9
	Boundary wall	82.4
DRINKING WATER	No facility for drinking water	17.7
	Facility but no drinking water available	7.7
	Drinking water available	74.6
TOILET	No toilet facility	2.0
	Facility but toilet not useable	24.2
	Toilet useable	73.7
GIRLS TOILET	% Schools with no separate provision for girls toilets	10.0
	Of schools with separate girls toilets, % schools where	
	Toilet locked	13.6
	Toilet not useable	17.4
	Toilet useable	59.1
TLM	Teaching learning material in Std 2	72.2
	Teaching learning material in Std 4	67.6
LIBRARY	No library	35.4
	Library but no books being used by children on day of visit	33.0
	Library books being used by children on day of visit	31.6
MDM	Kitchen shed for cooking midday meal	51.0
	Midday meal served in school on day of visit	93.5

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

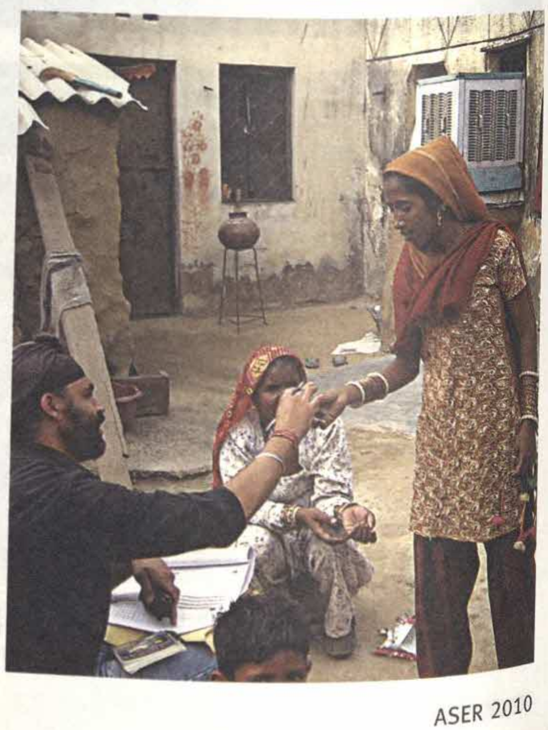
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



HIMACHAL PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 12 OUT OF 12 DISTRICTS

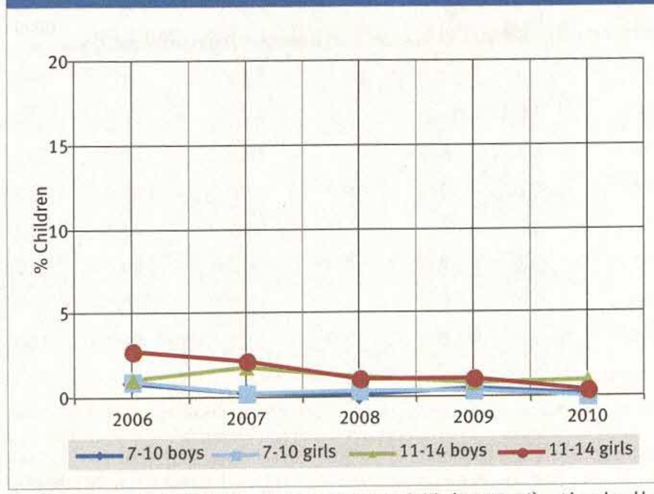
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	74.1	25.3	0.3	0.3	100
Age: 7-16 ALL	76.5	22.3	0.3	0.9	100
Age: 7-10 ALL	70.9	28.9	0.2	0.1	100
Age: 7-10 BOYS	67.5	32.4	0.1	0.1	100
Age: 7-10 GIRLS	74.7	25.0	0.3	0.0	100
Age: 11-14 ALL	80.6	18.3	0.4	0.7	100
Age: 11-14 BOYS	77.1	21.3	0.6	1.0	100
Age: 11-14 GIRLS	84.1	15.3	0.2	0.4	100
Age: 15-16 ALL	82.0	14.0	0.4	3.5	100
Age: 15-16 BOYS	78.1	18.0	0.6	3.3	100
Age: 15-16 GIRLS	85.6	10.3	0.3	3.8	100

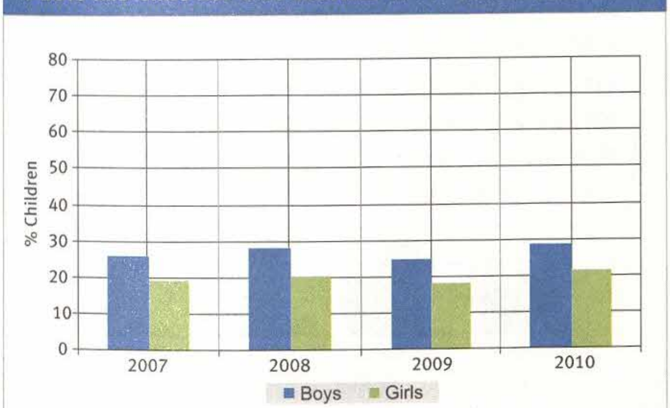
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 2.7% in 2006 to 2.2% in 2007 to 1% in 2008, 1.1% in 2009 and to 0.4% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 28.9% of all boys (age 6-14) were enrolled in private school and 21.5% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	33.6	54.4	10.0	2.0									100
II	2.3	21.1	56.1	17.4	3.0								100
III	2.8		21.9	54.0	18.2	3.1							100
IV	2.5			26.8	46.1	20.0	4.6						100
V	2.0				16.6	62.4	14.4	4.7					100
VI	1.6					19.7	48.6	23.7	6.5				100
VII	1.8						16.9	49.2	23.5	6.6	2.0		100
VIII	2.2							14.6	41.3	29.4	8.9	3.7	100

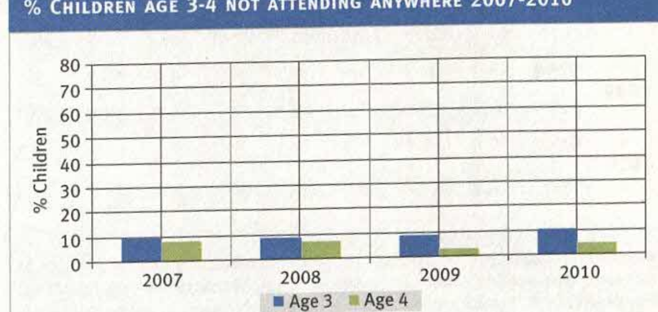
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std VIII, 41.3% children are 13 years old but there are also 14.6% who are 12, 29.4% who are 14, 8.9% who are 15 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	79.6	9.6				10.8	100
Age 4	60.7	34.3				5.1	100
Age 5	19.4	13.8	28.2	35.7	0.0	2.9	100
Age 6	1.3	3.1	57.7	37.6	0.0	0.4	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 89.4% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 10.8% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	14.2	52.3	22.1	6.8	4.7	100
II	2.5	25.5	38.6	16.2	17.1	100
III	1.1	8.5	23.8	35.6	31.0	100
IV	1.2	4.4	9.0	30.4	55.0	100
V	0.2	2.7	4.7	15.1	77.4	100
VI	0.3	2.0	1.2	7.1	89.4	100
VII	0.0	0.7	1.7	7.2	90.5	100
VIII	0.2	0.7	0.6	5.4	93.1	100
TOTAL	2.2	11.2	12.5	15.7	58.3	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 1.1% children cannot even read letters, 8.5% can read letters but not more, 23.8% can read words but not Std 1 text or higher, 35.6% can read Std 1 text but not Std 2 level text, and 31% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

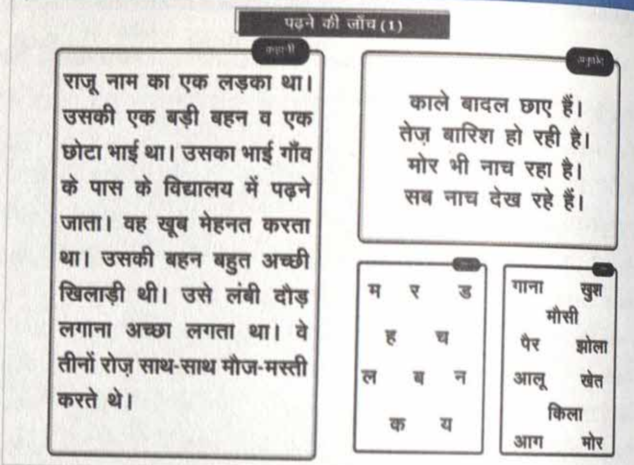


CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

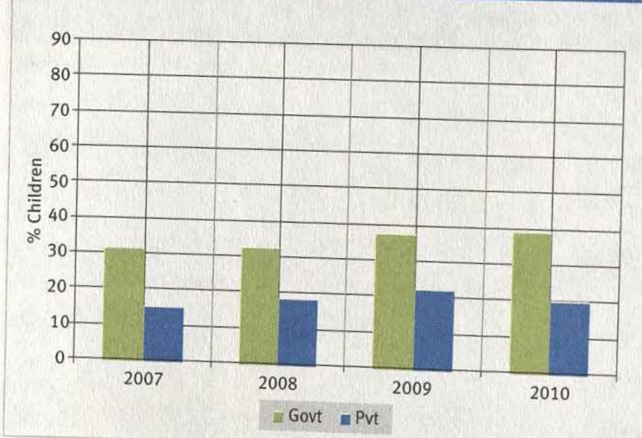
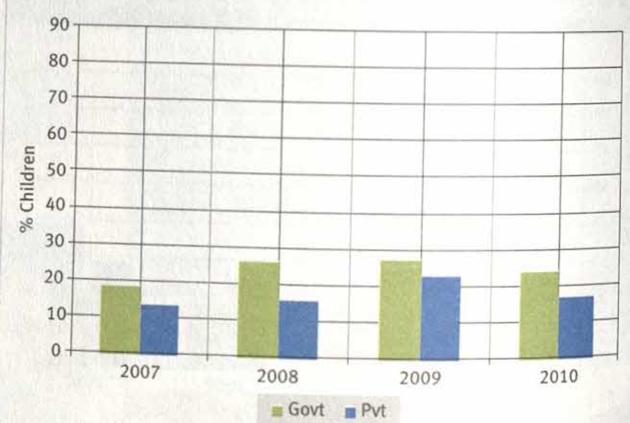


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	1.4	2.0	3.4	3.6	4.6	4.1	6.3	8.0
	PVT	10.9	12.5	14.4	20.7	12.8	30.1	22.6	23.1
2009	GOVT	6.2	4.8	5.7	6.1	8.5	8.4	10.2	9.9
	PVT	16.3	19.5	17.2	19.8	22.2	35.8	23.9	22.7
2010	GOVT	1.6	5.5	3.7	3.3	8.5	7.1	5.8	7.5
	PVT	16.4	15.2	23.3	18.9	22.4	19.3	27.7	22.3

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

Arithmetic

Table 6: Class-wise % children by ARITHMETIC level All schools 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	12.6	48.0	31.5	6.0	1.9	100
II	2.8	25.0	44.6	23.5	4.1	100
III	0.9	7.7	31.0	46.9	13.5	100
IV	0.9	4.5	13.7	44.6	36.3	100
V	0.3	2.2	7.0	27.3	63.3	100
VI	0.2	1.6	5.5	17.3	75.5	100
VII	0.0	0.5	3.9	14.5	81.2	100
VIII	0.2	0.5	3.3	10.5	85.5	100
Total	2.0	10.5	17.2	24.3	46.0	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0.9% children cannot even recognize numbers 1-9, 7.7% can recognize numbers up to 10 but not more, 31% can recognize numbers upto 100 but cannot do subtraction, 46.9% can do subtraction but not division, and 13.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

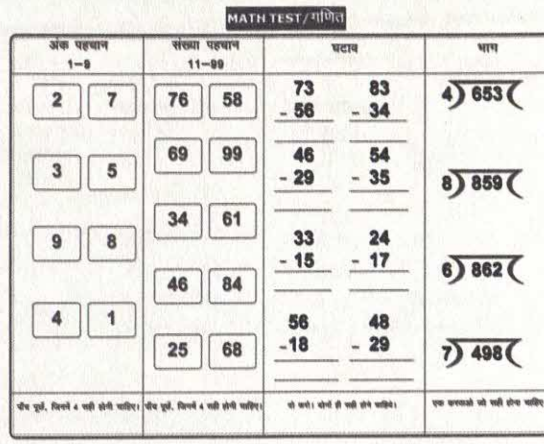


Chart 6: Trends over time % Children in Std III who cannot recognise numbers upto 100 by school type 2007-2010

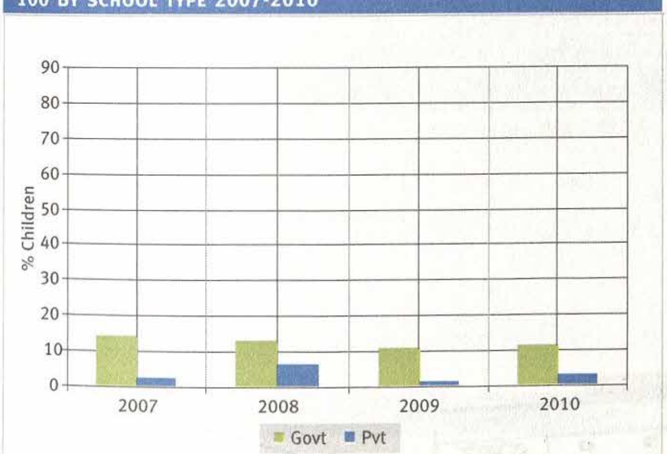
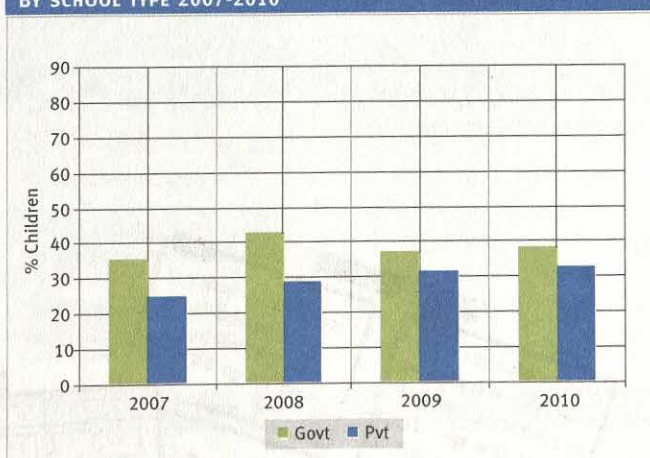


Chart 7: Trends over time % Children in Std V who cannot do division by school type 2007-2010



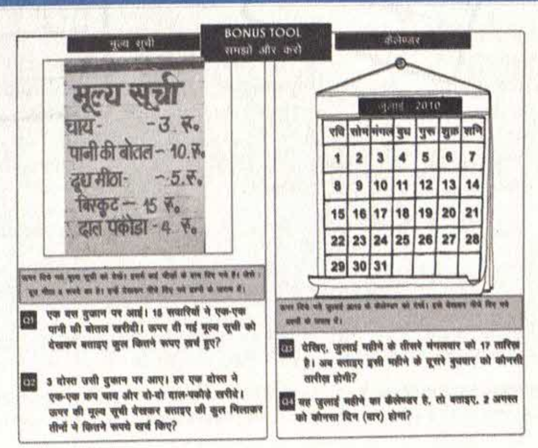
Critical Thinking and Everyday Calculations

Table 7: Classwise % children in Std V-VIII able to answer questions in everyday math. All schools 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	26.6	15.3	58.1	37.8	17.0	45.2	61.6	12.9	25.6	46.8	12.5	40.8
VI	17.5	17.7	64.8	29.0	18.7	52.3	47.9	18.1	34.0	38.3	15.4	46.3
VII	10.3	17.9	71.8	19.8	18.4	61.8	42.3	18.3	39.4	35.5	12.5	52.0
VIII	8.9	16.1	75.0	17.9	17.9	64.2	34.1	19.4	46.6	27.6	13.0	59.4

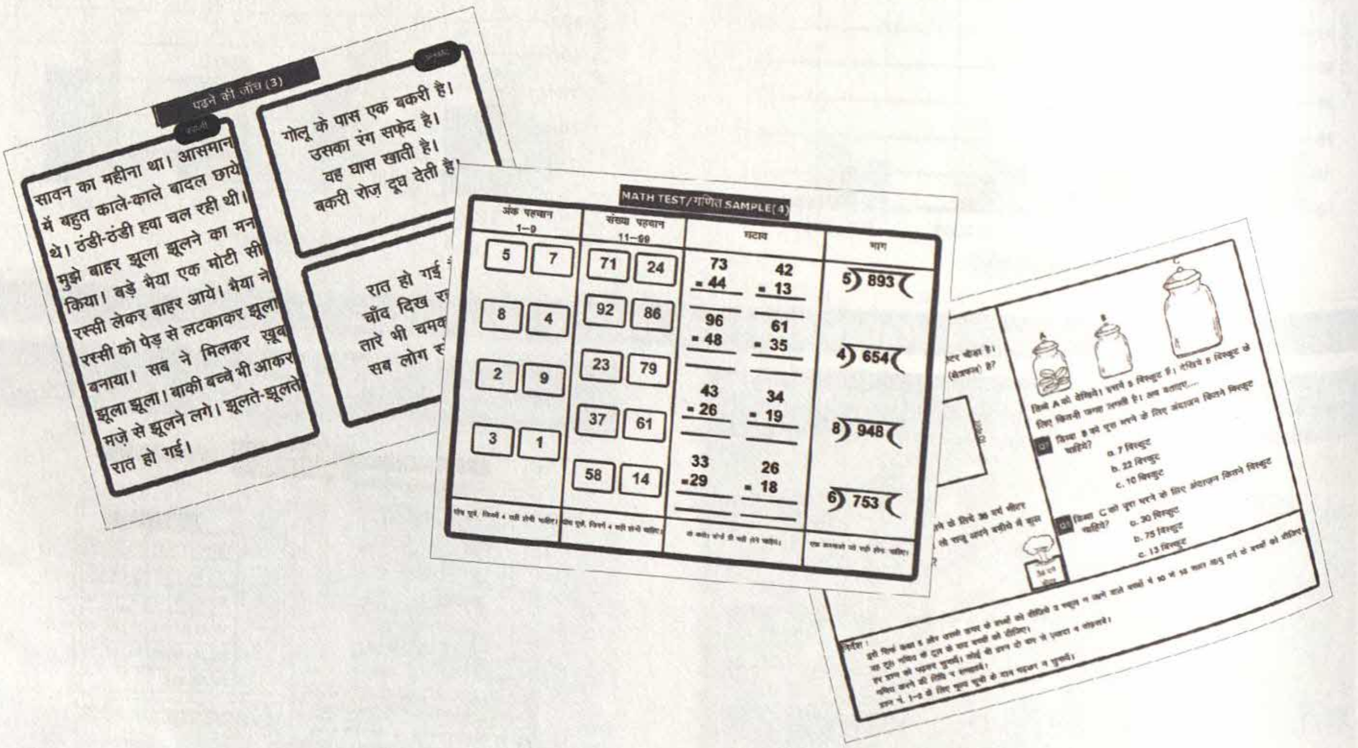
NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

Everyday Math Tool



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly: Menu	% Children answering both questions correctly: Calendar	% Children answering both questions correctly: Area	% Children answering both questions correctly: Estimation
Bilaspur	96.6	0.0	22.9	2.2	88.4	92.7	81.9	79.7	49.7	43.1	28.4	50.7
Chamba	88.3	1.3	9.3	5.7	86.1	91.0	77.7	70.8	49.0	39.2	23.6	40.1
Hamirpur	81.8	0.0	41.4	13.9	86.2	88.5	72.6	76.3	63.6	47.0	21.6	31.1
Kangra	92.3	0.0	32.2	17.6	96.3	93.3	84.6	81.0	77.0	66.8	43.8	48.3
Kinnaur	80.4	0.3	17.2	3.7	97.9	99.5	86.1	79.1	64.7	62.1	65.8	66.6
Kullu	93.3	0.5	20.6	7.2	93.6	95.4	85.4	83.1	72.7	56.2	44.7	62.3
Lahul & Spiti	94.5	0.6	18.3	3.3	97.6	94.9	89.1	86.2	83.9	58.9	48.9	42.4
Mandi	87.2	0.0	23.6	3.8	91.3	88.2	72.5	60.5	62.8	46.8	28.1	40.7
Shimla	97.9	0.0	11.4	1.0	95.2	94.3	89.4	87.8	80.8	68.8	48.8	55.8
Sirmaur	100.0	1.4	19.9	11.0	89.2	93.2	77.9	78.9	74.5	55.4	35.5	43.9
Solan	90.2	0.6	31.4	10.5	92.4	94.7	86.0	76.9	62.3	58.5	32.9	65.3
Una	97.7	0.3	32.5	14.1	91.7	94.8	83.6	82.3	62.1	55.8	50.2	62.7
Total	**92.2**	**0.3**	**25.3**	**9.9**	**92.1**	**92.6**	**81.6**	**77.5**	**67.4**	**55.9**	**36.8**	**49.8**



HIMACHAL PRADESH *RURAL*

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

TYPE OF SCHOOL	2007	2009	2010
Std I-IV/V : PRIMARY	224	310	195
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	26	22	66
TOTAL SCHOOLS VISITED	250	332	261

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	88.5	90.8	89.4	89.6	85.0	83.7
% SCHOOLS WITH NO TEACHER PRESENT	0.5	0.0	0.0	0.0	0.0	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT	70.3	73.9	70.8	68.2	61.1	47.5

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	0.0	0.0
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	3.8	19.2
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	96.2	80.9
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	88.6	90.4	90.1	91.5	89.9	89.4
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	2.4	1.0	1.6	0.0	0.0	1.6
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	91.3	91.6	92.7	95.7	90.5	93.8

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	96.3	84.1
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	2.1	7.9
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	1.6	7.9
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	60.8	57.4	58.7	80.0	54.6	58.1
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	54.6	53.7	54.0	61.5	40.0	49.2

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	263	85.6	11.0	3.4	188	94.2	1.1	4.8
DEVELOPMENT GRANT	253	81.8	15.4	2.8	179	93.3	2.8	3.9
TEACHER GRANT (TLM)	265	91.7	5.7	2.6	174	96.6	1.2	2.3

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	290	90.0	7.6	2.4	188	94.2	1.1	4.8
DEVELOPMENT GRANT	278	83.1	15.5	1.4	179	93.3	2.8	3.9
TEACHER GRANT (TLM)	296	95.6	3.0	1.4	174	96.6	1.2	2.3

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

HIMACHAL PRADESH *RURAL*

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	125	48.6
61-90	54	21.0
91-120	45	17.5
› 120	33	12.8
TOTAL	257	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">School enrollment</th><th colspan="7">Number of teachers</th><th rowspan="2">Total</th></tr>
<tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1-60</td><td>32.4</td><td>51.0</td><td colspan="5">16.7</td><td>100</td></tr>
<tr><td>61-90</td><td colspan="2">42.6</td><td>27.7</td><td colspan="4">29.8</td><td>100</td></tr>
<tr><td>91-120</td><td colspan="3">47.6</td><td>19.1</td><td colspan="3">33.3</td><td>100</td></tr>
<tr><td>› 120</td><td colspan="4">41.9</td><td>22.6</td><td colspan="2">35.5</td><td>100</td></tr>
</table>

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 27.7% of schools are at norm (i.e. have 3 teachers), 42.6% are below the norm and 29.8% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	37	16.7
2	80	36.0
3	39	17.6
4	24	10.8
5	17	7.7
6	11	5.0
≥7	14	6.3
TOTAL	222	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">Number of Teachers</th><th colspan="8">Number of classrooms</th><th rowspan="2">Total</th></tr>
<tr><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1</td><td>0.0</td><td>18.5</td><td colspan="6">81.5</td><td>100</td></tr>
<tr><td>2</td><td colspan="2">11.3</td><td>43.6</td><td colspan="5">45.2</td><td>100</td></tr>
<tr><td>3</td><td colspan="3">37.0</td><td>29.6</td><td colspan="4">33.3</td><td>100</td></tr>
<tr><td>4</td><td colspan="4">30.4</td><td>34.8</td><td colspan="3">34.8</td><td>100</td></tr>
<tr><td>5</td><td colspan="5">50.0</td><td>33.3</td><td colspan="2">16.7</td><td>100</td></tr>
<tr><td>6</td><td colspan="6">62.5</td><td>0.0</td><td>37.5</td><td>100</td></tr>
<tr><td>≥7</td><td colspan="7">50.0</td><td>50.0</td><td>100</td></tr>
</table>

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 29.6% of schools are at norm (i.e. have 3 classrooms), 37% are below the norm and 33.3% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	75.5
	Playground	76.0
	Boundary wall	37.3
DRINKING WATER	No facility for drinking water	12.5
	Facility but no drinking water available	4.3
	Drinking water available	83.2
TOILET	No toilet facility	10.8
	Facility but toilet not useable	28.4
	Toilet useable	60.8
GIRLS TOILET	% Schools with no separate provision for girls toilets	31.1
	Of schools with separate girls toilets, % schools where	
	Toilet locked	10.6
	Toilet not useable	13.6
	Toilet useable	44.7
TLM	Teaching learning material in Std 2	91.5
	Teaching learning material in Std 4	87.5
LIBRARY	No library	19.7
	Library but no books being used by children on day of visit	39.0
	Library books being used by children on day of visit	41.3
MDM	Kitchen shed for cooking midday meal	82.0
	Midday meal served in school on day of visit	98.0

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

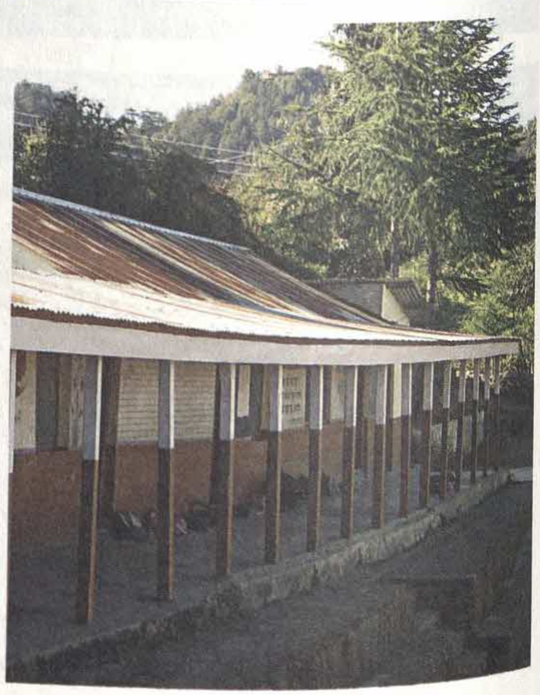
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



JHARKHAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 22 OUT OF 22 DISTRICTS

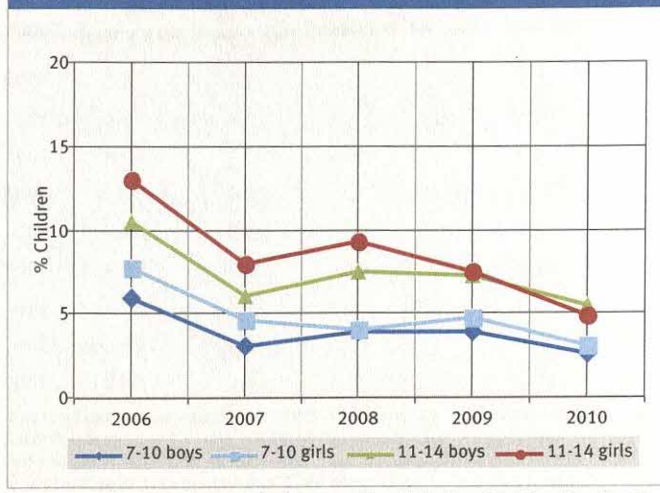
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	85.4	8.8	2.1	3.8	100
AGE: 7-16 ALL	83.2	9.2	2.1	5.5	100
AGE: 7-10 ALL	86.9	8.2	2.1	2.9	100
AGE: 7-10 BOYS	86.7	8.7	2.1	2.6	100
AGE: 7-10 GIRLS	87.2	7.6	2.1	3.2	100
AGE: 11-14 ALL	83.5	9.3	1.9	5.3	100
AGE: 11-14 BOYS	83.0	9.5	2.0	5.5	100
AGE: 11-14 GIRLS	84.3	9.0	1.8	4.9	100
AGE: 15-16 ALL	69.5	12.4	2.5	15.7	100
AGE: 15-16 BOYS	69.9	11.5	2.1	16.5	100
AGE: 15-16 GIRLS	68.8	13.7	3.0	14.5	100

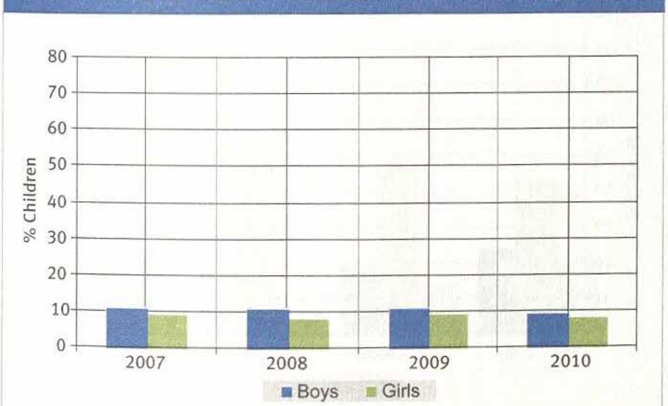
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 13% in 2006 to 8% in 2007 to 9.4% in 2008, 7.5% in 2009 and to 4.9% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 9.2% of all boys (age 6-14) were enrolled in private school and 8.4% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	30.3	41.1	14.4	8.4	5.8								100
II	6.2	16.9	30.0	29.0	6.8	7.0	4.1						100
III	1.2	5.0	11.4	38.6	20.2	14.6	2.4	4.7	2.0				100
IV	6.2			17.2	21.4	32.6	7.7	10.0	4.9				100
V	1.9			6.7	7.9	36.8	18.1	19.4	4.6	4.6			100
VI	4.8					15.1	15.8	41.9	11.8	7.4	3.2		100
VII	2.1					5.4	6.3	34.3	24.0	16.9	7.6	3.4	100
VIII	5.2							13.8	24.2	33.2	15.9	7.8	100

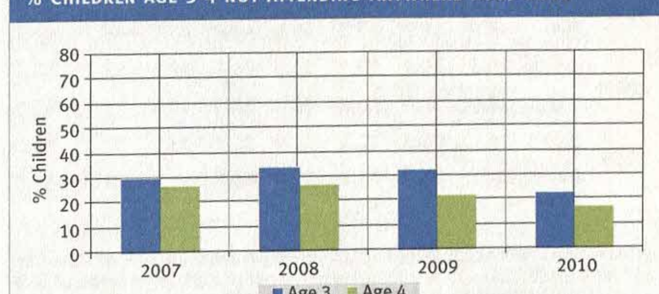
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 38.6% children are 8 years old but there are also 11.4% who are 7, 20.2% who are 9, 14.6% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	73.5	3.8				22.7	100
AGE 4	74.9	8.2				16.9	100
AGE 5	30.8	2.4	50.2	8.4	1.5	6.7	100
AGE 6	9.6	1.6	73.2	8.4	2.4	4.8	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 91.3% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 22.7% of all age 3 children were not attending any kind of preschool or school.

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READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	42.2	34.3	15.3	3.0	5.2	100
II	15.1	34.3	31.4	10.8	8.4	100
III	6.3	21.7	32.9	26.3	12.8	100
IV	3.9	13.3	20.1	29.6	33.1	100
V	2.4	8.4	13.8	25.8	49.7	100
VI	1.4	5.2	8.4	18.1	66.9	100
VII	1.3	3.2	5.1	11.3	79.1	100
VIII	0.7	2.2	3.5	8.4	85.2	100
TOTAL	10.4	17.0	17.7	16.9	38.0	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 6.3% children cannot even read letters, 21.7% can read letters but not more, 32.9% can read words but not Std 1 text or higher, 26.3% can read Std 1 text but not Std 2 level text, and 12.8% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

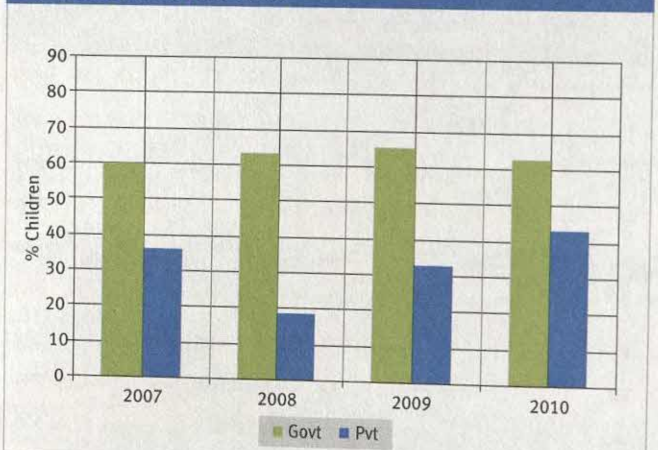
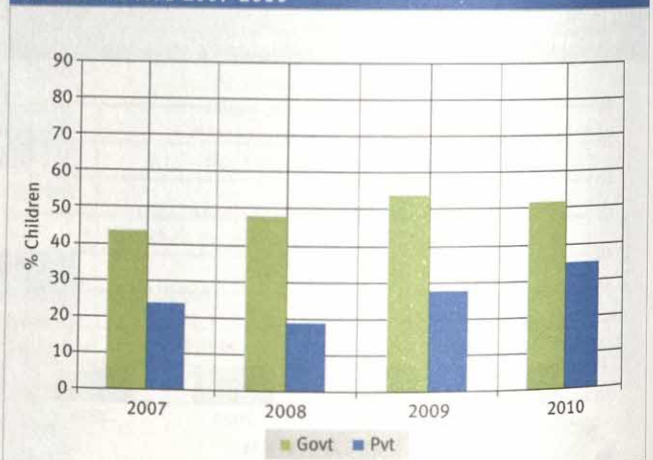


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	13.4	14.5	17.3	19.6	19.8	24.6	23.3	29.7
	PVT	39.9	38.7	39.5	49.4	44.9	45.8	38.9	46.7
2009	GOVT	15.3	20.4	22.1	25.3	26.7	32.3	33.2	38.7
	PVT	38.9	39.8	35.9	40.3	38.3	32.2	30.7	42.1
2010	GOVT	16.6	21.1	22.4	27.0	30.2	33.3	37.3	39.0
	PVT	31.8	31.7	42.4	37.7	45.3	33.6	51.0	51.0

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

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ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	40.6	37.8	13.9	2.8	4.9	100
II	14.4	37.4	30.2	11.0	7.0	100
III	5.9	24.2	36.8	23.0	10.0	100
IV	3.7	15.6	23.2	31.4	26.1	100
V	2.3	9.6	16.8	30.3	40.9	100
VI	1.3	5.8	10.6	24.3	57.9	100
VII	1.2	3.4	7.4	18.7	69.4	100
VIII	0.6	2.0	4.7	13.7	79.0	100
TOTAL	9.9	18.8	19.2	19.2	32.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 5.9% children cannot even recognize numbers 1-9, 24.2% can recognize numbers up to 10 but not more, 36.8% can recognize numbers upto 100 but cannot do subtraction, 23% can do subtraction but not division, and 10% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

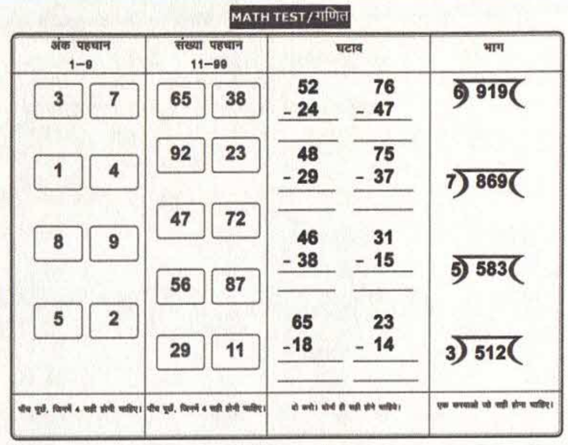


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

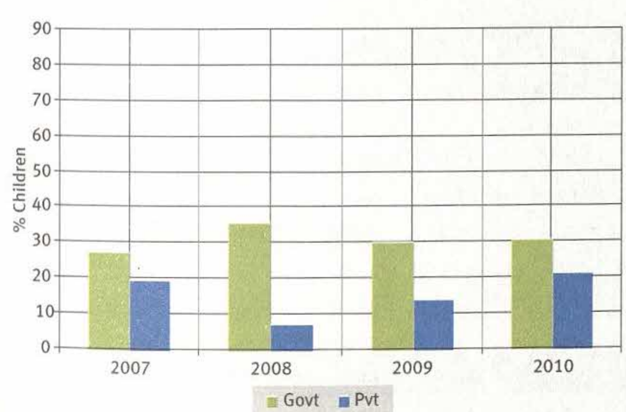
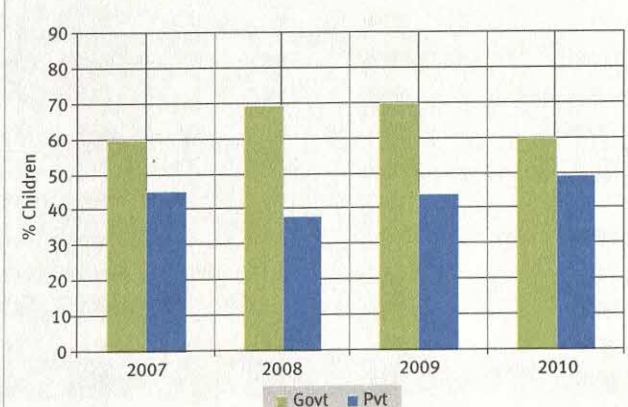


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



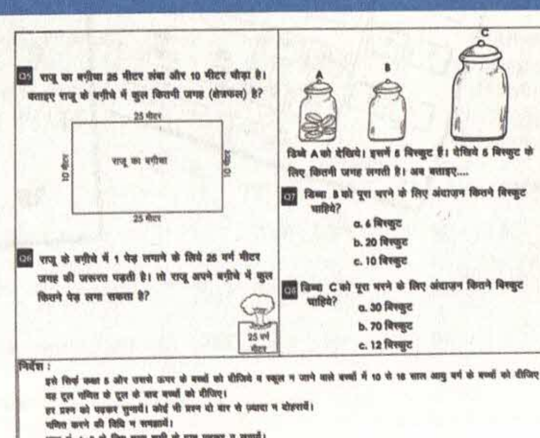
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	39.3	8.2	52.5	51.8	7.3	40.9	62.6	4.4	33.0	62.4	3.8	33.8
VI	27.9	8.8	63.2	39.3	7.2	53.4	50.4	5.4	44.2	49.0	4.9	46.2
VII	16.6	9.4	74.1	26.3	8.6	65.1	39.8	6.3	53.9	38.1	4.8	57.1
VIII	11.7	6.9	81.4	20.3	7.6	72.1	34.0	6.5	59.6	32.8	5.0	62.2

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



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PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Bokaro	88.5	0.9	7.7	47.1	83.9	83.4	72.2	65.4	61.8	53.7	41.1	40.3
Chaibasa	70.7	12.5	8.2	20.5	57.8	67.2	38.0	36.4	77.1	62.5	47.8	50.8
Chatra	77.9	1.0	5.3	47.5	59.6	60.1	64.3	57.7	59.8	43.2	26.6	26.3
Deoghar	64.0	7.0	3.4	41.3	68.3	66.6	50.3	54.4	41.3	37.8	41.6	34.8
Dhanbad	67.4	0.7	15.0	59.2	72.0	67.2	58.1	51.9	73.0	57.0	28.1	35.5
Dumka	92.0	3.2	5.1	47.3	88.5	88.5	60.7	59.5	67.2	48.6	28.5	39.3
Garhwa	83.8	2.4	1.8	35.5	52.0	46.7	46.8	42.5	52.3	46.6	47.7	42.3
Giridih	61.5	2.1	9.1	38.4	64.1	69.3	61.1	56.5	68.2	65.2	55.1	57.4
Godda	72.8	6.4	7.4	31.6	93.4	93.8	78.9	75.8	79.7	69.1	47.7	45.8
Gumla	87.8	3.1	12.2	3.2	76.9	77.0	63.1	58.1	78.1	68.8	54.4	54.9
Hazaribagh	82.6	2.1	16.8	36.7	82.9	83.5	66.1	57.8	62.5	41.9	30.3	38.9
Jamtara	97.8	3.6	2.3	38.7	84.1	84.2	58.1	57.1	91.5	87.3	75.4	91.5
Koderma	100.0	2.0	8.0	46.0	54.3	54.4	70.0	60.9	85.9	80.9	75.3	72.0
Latehar	91.0	5.2	8.4	10.4	71.1	76.7	51.3	39.7	46.9	43.8	25.0	37.5
Lohardagga	82.4	4.0	13.4	21.8	81.1	81.1	69.8	58.0	77.9	60.9	34.2	47.6
Pakur	85.8	12.3	2.5	20.3	80.1	83.1	29.4	35.9	61.5	52.0	58.3	73.0
Palamu	76.1	3.0	0.9	34.9	53.7	53.5	66.1	57.8	69.5	66.1	63.1	63.1
Purbi Singhbhum	80.3	4.4	5.8	46.6	46.9	49.1	22.0	27.3	30.0	29.6	14.9	9.6
Ranchi	84.2	4.1	14.9	15.6	70.0	70.9	59.4	45.7	62.0	53.7	59.9	50.0
Sahibganj	86.8	2.1	3.2	48.7	72.9	74.4	46.4	56.3	70.2	67.2	57.1	57.1
Saraikela	80.8	1.7	4.9	42.6	89.5	87.9	75.8	71.2	92.8	81.7	65.7	66.0
Simdega	83.5	2.6	27.6	3.5	61.9	64.4	47.8	28.2	61.1	54.3	45.9	49.7
Total	**79.9**	**3.8**	**8.8**	**33.8**	**71.5**	**72.6**	**58.9**	**53.8**	**66.4**	**56.5**	**46.6**	**48.5**

JHARKHAND *RURAL*

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

	2007	2009	2010
Type of school			
Std I-IV/V : Primary	246	190	188
Std I-VII/VIII: Primary + Upper Primary	300	336	359
Total schools visited	546	526	547

Table 10: Teacher attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	92.3	90.8	89.4	85.0	86.3	81.8
% Schools with no teacher present	0.0	0.0	1.2	0.4	0.0	0.0
% Schools with all teachers present	79.5	74.9	77.4	44.8	55.2	56.7

Table 119: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	0.0	2.3
Headteacher appointed but not present on day of visit	12.3	3.7
Headteacher appointed & present on day of visit	87.7	94.1
Total	100.0	100.0

Table 12: Student attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	62.3	62.7	62.3	62.0	63.6	58.7
% Schools with less than 50% enrolled children present	24.1	18.1	22.3	22.3	18.0	28.4
% Schools with 75% or more enrolled children present	24.1	28.7	26.6	24.5	26.3	19.0

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	96.6	91.1
Computers but no children using them at time of visit	1.7	3.6
Computers and children using them at time of visit	1.7	5.3
Total	100.0	100.0

Table 14: Multigrade classes

	2007	2009	2010	2007	2009	2010
% Schools in which	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	82.3	78.1	76.9	62.8	65.3	59.7
Std IV children sitting with one or more other classes	74.9	76.3	75.3	51.7	58.3	52.4

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	114	47.4	41.2	11.4	141	90.1	5.7	4.3
Development grant	110	50.9	35.5	13.6	134	87.3	6.0	6.7
Teacher grant (TLM)	112	58.9	33.0	8.0	126	94.4	3.2	2.4

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	145	62.1	27.6	10.3	141	90.1	5.7	4.3
Development grant	151	71.5	15.2	13.3	134	87.3	6.0	6.7
Teacher grant (TLM)	156	80.8	12.8	6.4	126	94.4	3.2	2.4

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

JHARKHAND *RURAL*

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	41	7.7
61-90	55	10.3
91-120	51	9.6
› 120	386	72.4
TOTAL	533	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers 1	2	3	4	5	6	≥7	Total
1-60	55.6	33.3			11.1			100
61-90	72.1		14.0		14.0			100
91-120		87.9		9.1		3.0		100
› 120			53.8		12.9	33.3		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 14% of schools are at norm (i.e. have 3 teachers), 72.1% are below the norm and 14% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	69	16.6
2	74	17.8
3	60	14.5
4	62	14.9
5	44	10.6
6	25	6.0
≥7	81	19.5
TOTAL	415	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms 0	1	2	3	4	5	6	≥7	Total
1	0.0	17.1			82.9				100
2	3.9		39.2			56.9			100
3		18.4		26.3		55.3			100
4		30.4			13.0		56.5		100
5			35.3			23.5	41.2		100
6			13.3				40.0	46.7	100
≥7				26.5				73.5	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 26.3% of schools are at norm (i.e. have 3 classrooms), 18.4% are below the norm and 55.3% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	84.1
	Playground	38.5
	Boundary wall	26.8
DRINKING WATER	No facility for drinking water	15.8
	Facility but no drinking water available	10.4
	Drinking water available	73.7
TOILET	No toilet facility	18.0
	Facility but toilet not useable	51.0
	Toilet useable	31.0
GIRLS TOILET	% Schools with no separate provision for girls toilets	29.7
	Of schools with separate girls toilets, % schools where	
	Toilet locked	25.3
	Toilet not useable	20.9
	Toilet useable	24.1
TLM	Teaching learning material in Std 2	82.9
	Teaching learning material in Std 4	76.1
LIBRARY	No library	38.4
	Library but no books being used by children on day of visit	33.2
	Library books being used by children on day of visit	28.4
MDM	Kitchen shed for cooking midday meal	73.4
	Midday meal served in school on day of visit	92.2

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

KARNATAKA *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 27 OUT OF 27 DISTRICTS

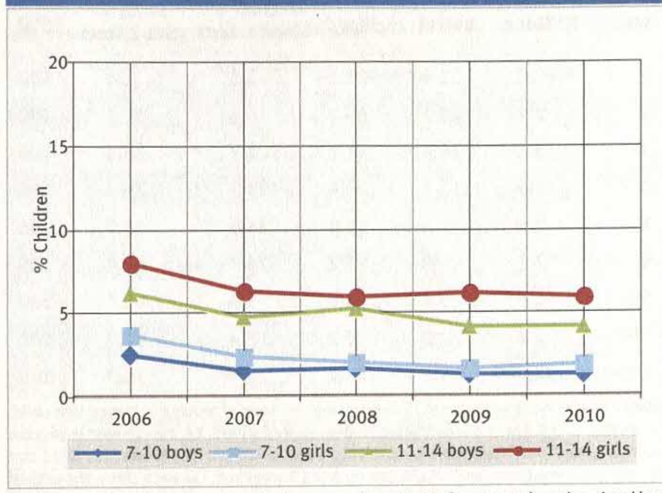
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	76.5	20.0	0.4	3.1	100
AGE: 7-16 ALL	74.3	20.1	0.4	5.2	100
AGE: 7-10 ALL	78.2	19.7	0.6	1.5	100
AGE: 7-10 BOYS	75.9	22.3	0.7	1.2	100
AGE: 7-10 GIRLS	80.6	17.1	0.5	1.8	100
AGE: 11-14 ALL	75.5	19.3	0.3	4.9	100
AGE: 11-14 BOYS	74.3	21.4	0.3	4.0	100
AGE: 11-14 GIRLS	76.8	17.1	0.3	5.9	100
AGE: 15-16 ALL	61.1	23.4	0.3	15.2	100
AGE: 15-16 BOYS	59.4	24.2	0.2	16.2	100
AGE: 15-16 GIRLS	62.7	22.7	0.3	14.3	100

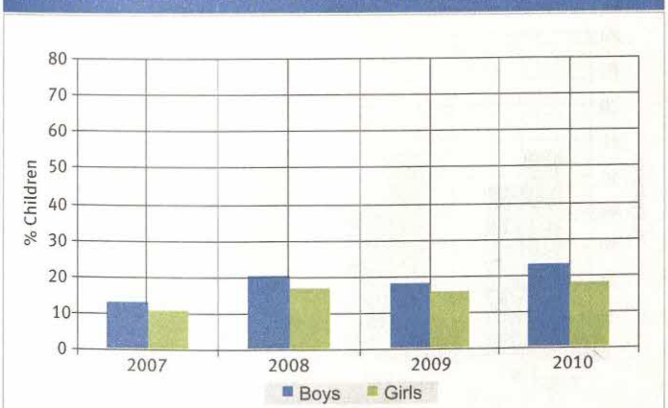
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 8% in 2006 to 6.2% in 2007 to 5.9% in 2008, 6.1% in 2009 and to 5.9% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 22.4% of all boys (age 6-14) were enrolled in private school and 17.6% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>8.1</td><td>62.8</td><td>24.7</td><td>2.9</td><td colspan="8">1.5</td><td>100</td></tr>
<tr><td>II</td><td>0.6</td><td>4.9</td><td>41.2</td><td>49.0</td><td>3.1</td><td colspan="7">1.2</td><td>100</td></tr>
<tr><td>III</td><td colspan="2">0.3</td><td>5.5</td><td>35.8</td><td>53.5</td><td>3.6</td><td colspan="6">1.2</td><td>100</td></tr>
<tr><td>IV</td><td colspan="3">0.7</td><td>6.9</td><td>32.4</td><td>54.6</td><td>3.4</td><td>1.4</td><td colspan="4">0.8</td><td>100</td></tr>
<tr><td>V</td><td colspan="4">1.2</td><td>5.2</td><td>39.4</td><td>47.3</td><td>5.1</td><td colspan="4">1.7</td><td>100</td></tr>
<tr><td>VI</td><td colspan="5">1.2</td><td>6.4</td><td>28.2</td><td>58.2</td><td>4.8</td><td colspan="3">1.3</td><td>100</td></tr>
<tr><td>VII</td><td colspan="5">0.7</td><td>1.1</td><td>6.3</td><td>33.5</td><td>49.7</td><td>7.5</td><td colspan="2">1.3</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="6">0.8</td><td>1.3</td><td>6.8</td><td>35.1</td><td>51.1</td><td>4.0</td><td>1.0</td><td>100</td></tr>
</table>

How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 35.8% children are 8 years old but there are also 5.5% who are 7, 53.5% who are 9, 3.6% who are 10 years old, etc.

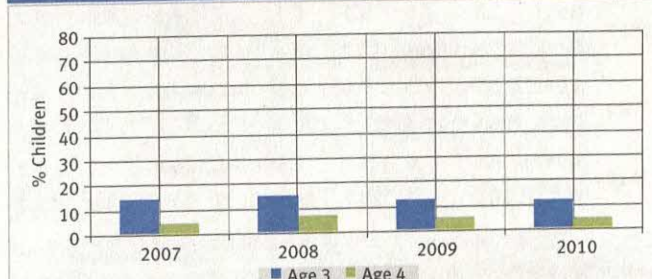
YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

<table>
<tr><th rowspan="2"></th><th rowspan="2">In balwadi or anganwadi</th><th rowspan="2">In LKG/ UKG</th><th colspan="3">In School</th><th rowspan="2">Not going anywhere</th><th rowspan="2">Total</th></tr>
<tr><th>Govt</th><th>Pvt</th><th>Other</th></tr>
<tr><td>AGE 3</td><td>83.6</td><td>5.2</td><td></td><td></td><td></td><td>11.2</td><td>100</td></tr>
<tr><td>AGE 4</td><td>77.8</td><td>18.4</td><td></td><td></td><td></td><td>3.8</td><td>100</td></tr>
<tr><td>AGE 5</td><td>22.7</td><td>7.4</td><td>42.7</td><td>24.5</td><td>0.4</td><td>2.4</td><td>100</td></tr>
<tr><td>AGE 6</td><td>3.7</td><td>2.0</td><td>67.7</td><td>23.3</td><td>0.6</td><td>2.8</td><td>100</td></tr>
</table>

Enrollment of 5 year old children in Primary school increased dramatically this year. This may be due to the fact that on 28th April 2010 the government of Karnataka reduced the minimum age of enrollment in Primary schools from 5 years and 10 months to 5 years.

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 98.1% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 11.2% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	21.6	52.4	21.2	3.5	1.4	100
II	7.3	28.1	43.1	14.5	7.1	100
III	3.6	16.4	36.7	24.7	18.6	100
IV	2.5	12.2	25.4	30.9	29.0	100
V	2.8	7.4	15.9	28.9	45.0	100
VI	2.1	5.0	12.2	26.7	54.0	100
VII	1.6	3.4	8.0	21.5	65.7	100
VIII	1.4	2.0	6.2	17.4	72.9	100
TOTAL	5.2	15.5	21.1	21.4	36.7	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 3.6% children cannot even read letters, 16.4% can read letters but not more, 36.7% can read words but not Std 1 text or higher, 24.7% can read Std 1 text but not Std 2 level text, and 18.6% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

ಓದುವ ಪರೀಕ್ಷೆ -1

ಕಥೆ

ವಿಮಲ ಕರಿಯನ ತಂಗಿ. ವಿಮಲೆಗೆ ಕುದುರೆ ಕಂಡರೆ ಒಲವು. ಕರಿಯನಿಗೆ ಕೋತಿ ಕಂಡರೆ ಇಷ್ಟ. ವಿಮಲ ಮತ್ತು ಕರಿಯ ನೀರು ತರಲು ಕುದುರೆ ಮತ್ತು ಕೋತಿಯ ಜೊತೆಗೆ ನೀರಿನ ಕೊಳಕ್ಕೆ ಹೋದರು. ಕೊಳದಿಂದ ನೀರನ್ನು ತಂದು ಕೈಕಾಲು ಮುಖ ತೊಳೆದರು. ಕೋತಿ ಸಂತೋಷದಿಂದ ಲಾಗ ಹಾಕಿ ಕುಣಿಯಿತು. ಕುದುರೆ ಆನಂದದಿಂದ ಕೆನೆಯಿತು. ತಾಯಿ ಹಾಲು ಕುಡಿಯಲು ಕೂಗಿದಳು. ವಿಮಲ ಮತ್ತು ಕರಿಯ ಹಾಲು ಕುಡಿದರು. ಆಗ ನಾಯಿ ಬೌಬೌ ಎಂದು ಬೊಗಳಿತು. ಅಮ್ಮ ನಾಯಿಗೂ ಕುಡಿಯಲು ಹಾಲು ನೀಡಿದಳು. ನಂತರ ಇಬ್ಬರೂ ಆಟ ಆಡಲು ಹೊರಗೆ ಹೊರಟರು.

ಪ್ಯಾರಾ

ಸರಸ ಮತ್ತು ಕಮಲ ಗೆಳೆಯರ ಹಾಕಿ ಆಟ ನೋಡಲು ಹೋದರು. ಗೆಳೆಯರು ಹಾಕಿ ಆಟದಲ್ಲಿ ಗೆದ್ದರು. ಇವರಿಗೆ ತುಂಬಾ ಸಂತೋಷವಾಯಿತು. ಮುಂದಿನ ಬಾರಿಯೂ ಆಟದಲ್ಲಿ ಗೆಲ್ಲಬೇಕೆಂದು ಗೆಳೆಯರಿಗೆ ಹೇಳಿ ಹೊರಟರು.

ಅಕ್ಷರ

ಟ ಸ ಉ
ಇ ಧ
ಎ ಅ ಳ
ಫ ವ

ಪದ

ಓಟ ಮೊಲ
ಕಾಗೆ
ಭೇದ ಬರ
ನೀಳ ಗರಿ
ಕಪಿ
ದೋಣಿ ದೀಪ

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

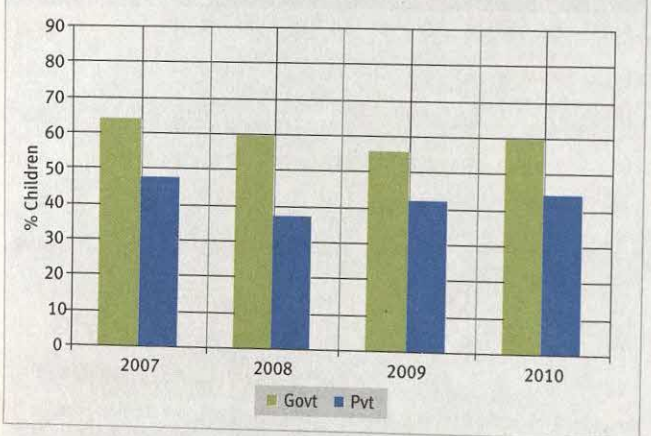
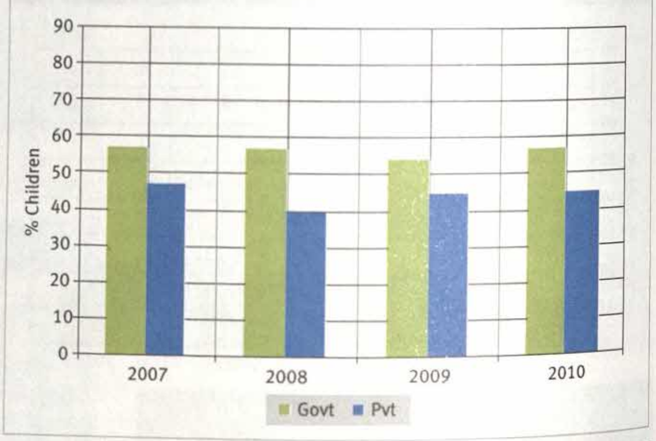


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	7.1	7.0	9.5	8.3	9.9	9.1	8.4	6.7
	PVT	15.6	16.7	18.7	13.4	24.2	16.5	13.7	8.8
2009	GOVT	5.0	7.5	7.4	9.2	9.1	7.6	8.5	6.2
	PVT	20.4	21.6	26.5	20.3	20.7	26.4	21.9	14.2
2010	GOVT	4.8	7.0	7.2	7.6	6.9	6.4	7.0	5.8
	PVT	16.0	17.5	23.7	16.8	22.6	14.7	18.9	12.2

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	22.1	51.2	24.0	2.4	0.4	100
II	7.7	28.3	52.1	11.1	0.8	100
III	2.9	16.0	53.8	25.2	2.3	100
IV	2.8	8.9	44.1	34.8	9.5	100
V	2.4	6.1	31.4	40.1	20.0	100
VI	2.0	3.7	27.3	37.3	29.7	100
VII	1.6	2.5	21.9	33.4	40.8	100
VIII	1.4	1.6	20.2	31.3	45.6	100
TOTAL	5.1	14.3	34.5	27.5	18.5	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 2.9% children cannot even recognize numbers 1-9, 16% can recognize numbers up to 10 but not more, 53.8% can recognize numbers upto 100 but cannot do subtraction, 25.2% can do subtraction but not division, and 2.3% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

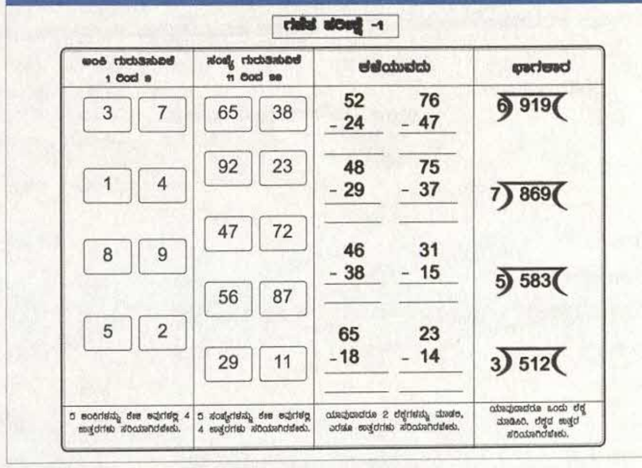


CHART 6: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

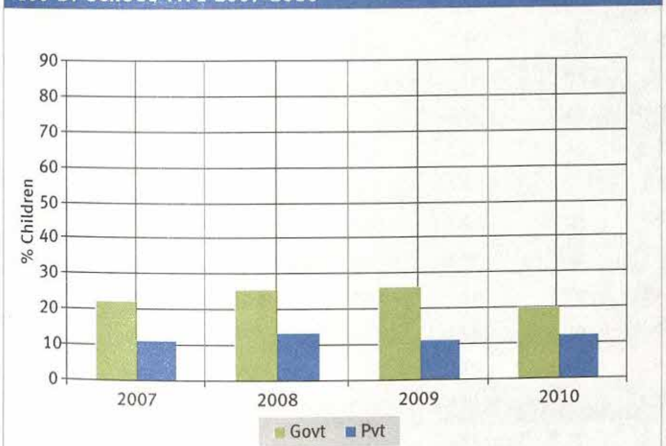
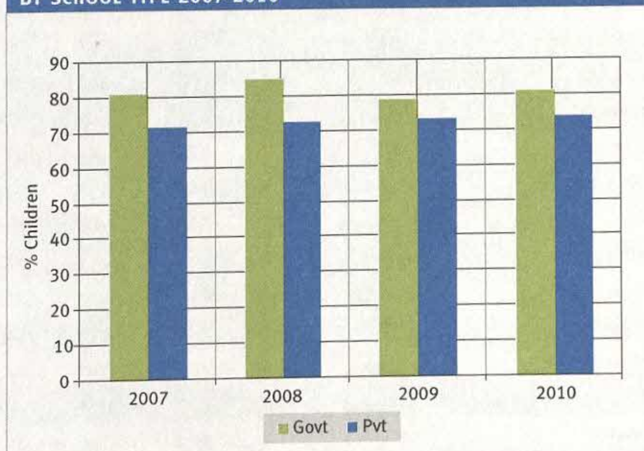


CHART 7: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



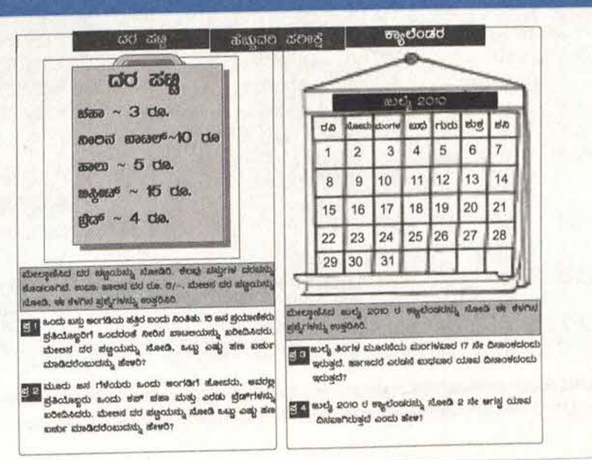
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu Neither	Menu One	Menu Both	Calendar Neither	Calendar One	Calendar Both	Area Neither	Area One	Area Both	Estimation Neither	Estimation One	Estimation Both
V	34.6	16.6	48.8	47.4	15.2	37.4	70.5	10.7	18.8	58.8	10.6	30.6
VI	25.6	18.3	56.0	38.0	18.6	43.4	62.1	13.3	24.5	50.3	12.6	37.1
VII	20.4	18.4	61.2	32.8	16.3	50.9	57.7	14.6	27.7	45.9	12.3	41.8
VIII	15.8	17.2	67.0	27.0	16.1	56.9	48.5	14.8	36.7	36.7	12.2	51.1

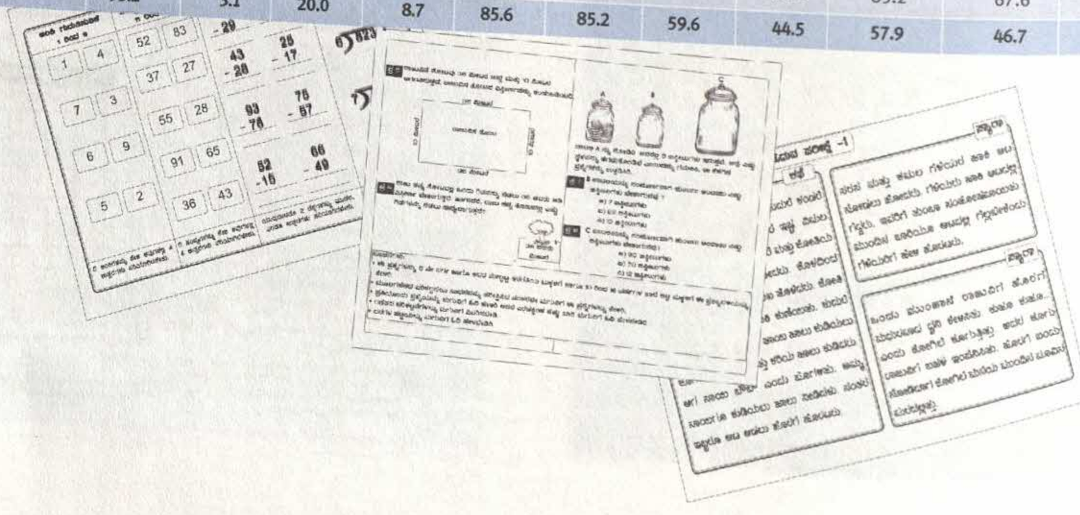
NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Bagalkot	93.2	3.2	14.6	4.1	78.9	83.7	60.9	31.9	37.1	22.2	12.3	23.2
Bangalore	82.2	1.0	55.3	29.0	93.4	93.3	65.5	49.8	42.9	45.1	18.8	58.5
Bangalore Rural	99.0	0.8	18.0	12.6	87.2	85.3	75.2	79.4	76.4	53.8	37.9	21.5
Belgaum	93.7	2.5	23.4	6.1	86.9	84.7	48.0	42.7	36.5	47.8	14.5	56.0
Bellary	100.0	9.5	16.1	14.4	79.4	87.3	48.5	33.2	44.7	33.7	27.9	33.2
Bidar	91.6	2.4	26.7	12.4	81.9	80.3	53.5	31.0	75.8	67.3	51.1	63.0
Bijapur	81.1	2.1	19.3	8.5	81.3	78.5	70.8	53.5	62.3	36.1	13.2	21.6
Chamaraj Nagar	94.6	2.1	22.8	5.4	94.8	94.0	76.3	33.3	79.5	58.6	66.7	29.7
Chikmagalur	95.4	1.4	17.5	4.3	95.5	90.3	67.5	54.1	78.2	58.0	30.0	36.9
Chitradurga	100.0	2.1	10.2	18.6	95.5	93.3	47.4	61.4	79.6	69.6	59.7	58.6
Dakshin Kannada	97.7	1.0	39.6	3.6	98.8	98.2	86.6	60.7	51.5	66.3	29.1	66.2
Davanagere	87.5	2.2	19.1	6.7	78.2	76.3	53.9	36.1	46.8	33.9	12.6	26.1
Dharwad	94.7	2.2	9.5	6.1	87.7	82.7	59.2	37.5	54.0	37.6	20.2	34.9
Gadag	95.2	4.0	13.6	10.3	81.8	80.7	54.0	42.8	66.7	48.3	32.2	44.8
Gulbarga	79.1	9.2	7.2	8.6	67.4	75.5	36.9	18.7	51.2	24.3	8.8	33.2
Hassan	97.8	1.5	18.4	7.1	93.6	85.1	74.1	50.6	55.0	53.1	86.8	34.2
Haveri	98.9	3.0	19.7	8.4	70.5	74.7	50.7	32.7	61.1	41.5	26.6	39.8
Kodagu	90.3	0.9	32.5	9.3	97.7	97.7	86.6	58.1	42.0	36.5	52.3	55.4
Kolar	94.4	1.7	21.1	8.7	87.3	84.6	43.3	40.2	66.9	63.9	54.2	54.7
Koppal	90.9	4.2	17.9	7.5	84.4	78.9	47.8	23.1	37.9	22.2	11.8	24.3
Mandya	94.6	3.4	28.6	6.8	92.1	88.1	64.1	27.2	59.0	39.9	15.9	32.1
Mysore	91.2	1.6	20.5	7.9	88.0	88.0	46.4	34.4	40.9	28.8	12.0	36.4
Raichur	100.0	11.0	10.2	2.6	69.1	69.1	31.9	12.2	53.2	31.6	11.7	34.9
Shimoga	91.8	1.8	17.4	5.4	96.1	95.3	77.5	56.7	81.2	74.7	89.4	83.4
Tumkur	96.1	1.4	23.0	19.9	88.0	94.1	54.7	48.9	54.6	27.2	14.1	21.1
Udupi	100.0	1.7	42.7	6.9	92.2	93.8	88.0	73.2	49.4	58.3	31.1	60.4
Uttar Kannada	100.0	0.1	3.3	0.4	94.2	93.2	87.9	84.6	85.2	67.6	13.3	10.4
Total	**93.2**	**3.1**	**20.0**	**8.7**	**85.6**	**85.2**	**59.6**	**44.5**	**57.9**	**46.7**	**26.8**	**39.7**



KARNATAKA *RURAL*

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

	2007	2009	2010
Type of school			
Std I-IV/V : Primary	168	133	113
Std I-VII/VIII: Primary + Upper Primary	582	625	656
Total schools visited	750	758	769

Table 10: Teacher attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	91.6	94.5	92.9	85.0	91.7	88.9
% Schools with no teacher present	0.6	0.0	0.0	0.6	0.0	0.0
% Schools with all teachers present	76.1	84.3	82.5	43.3	62.2	51.8

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	3.7	0.0
Headteacher appointed but not present on day of visit	2.5	4.4
Headteacher appointed & present on day of visit	93.8	95.6
Total	100.0	100.0

Table 12: Student attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	78.3	88.0	81.7	75.0	79.6	70.9
% Schools with less than 50% enrolled children present	10.1	1.5	5.5	16.7	8.2	19.3
% Schools with 75% or more enrolled children present	66.1	84.1	67.3	64.3	70.1	52.4

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	94.6	66.5
Computers but no children using them at time of visit	1.8	18.5
Computers and children using them at time of visit	3.6	15.1
Total	100.0	100.0

Table 14: Multigrade classes

	2007	2009	2010	2007	2009	2010
% Schools in which	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	84.8	87.6	85.9	49.7	69.1	73.5
Std IV children sitting with one or more other classes	81.1	82.5	71.7	43.1	42.4	31.2

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	111	77.5	17.1	5.4	102	91.2	2.9	5.9
Development grant	105	65.7	28.6	5.7	98	86.7	5.1	8.2
Teacher grant (TLM)	109	66.1	27.5	6.4	102	92.2	3.9	3.9

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	124	94.4	2.4	3.2	102	91.2	2.9	5.9
Development grant	116	76.7	19.0	4.3	98	86.7	5.1	8.2
Teacher grant (TLM)	122	96.7	1.6	1.6	102	92.2	3.9	3.9

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

KARNATAKA *RURAL*

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	133	17.8
61-90	86	11.5
91-120	64	8.6
› 120	463	62.1
TOTAL	746	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	46.4	23.6			30.0			100
61-90	8.6		35.8		55.6			100
91-120		19.7		34.4	45.9			100
› 120			7.3		10.9	81.8		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 35.8% of schools are at norm (i.e. have 3 teachers), 8.6% are below the norm and 55.6% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	52	7.6
2	35	5.1
3	66	9.6
4	78	11.3
5	81	11.8
6	91	13.2
≥7	286	41.5
TOTAL	689	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	15.0			85.0				100
2		9.7	41.9		48.4				100
3		8.9		21.4		69.6			100
4			14.5		19.4		66.1		100
5			17.4			23.2	59.4		100
6			27.8				20.8	51.4	100
≥7				20.4				79.6	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 21.4% of schools are at norm (i.e. have 3 classrooms), 8.9% are below the norm and 69.6% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	71.8
	Playground	66.2
	Boundary wall	59.0
DRINKING WATER	No facility for drinking water	17.3
	Facility but no drinking water available	7.0
	Drinking water available	75.8
TOILET	No toilet facility	5.6
	Facility but toilet not useable	50.9
	Toilet useable	43.5
GIRLS TOILET	% Schools with no separate provision for girls toilets	18.2
	Of schools with separate girls toilets, % schools where	
	Toilet locked	31.1
	Toilet not useable	14.0
	Toilet useable	36.7
TLM	Teaching learning material in Std 2	97.3
	Teaching learning material in Std 4	92.6
LIBRARY	No library	7.6
	Library but no books being used by children on day of visit	27.6
	Library books being used by children on day of visit	64.8
MDM	Kitchen shed for cooking midday meal	92.8
	Midday meal served in school on day of visit	95.2

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

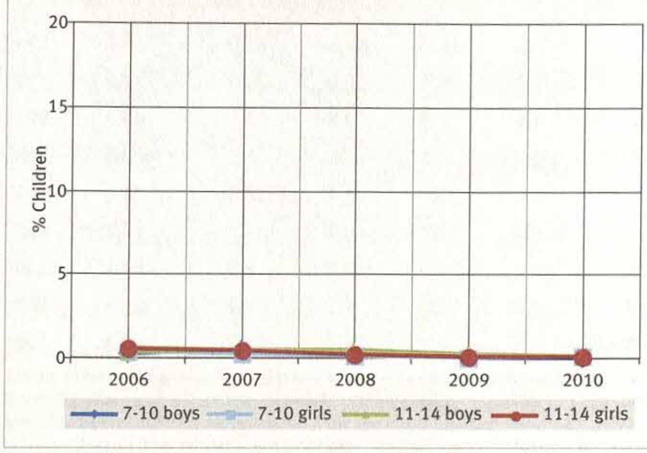
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	45.3	54.2	0.4	0.1	100
AGE: 7-16 ALL	46.2	53.3	0.4	0.2	100
AGE: 7-10 ALL	42.5	57.1	0.4	0.1	100
AGE: 7-10 BOYS	43.9	55.6	0.6	0.0	100
AGE: 7-10 GIRLS	41.1	58.7	0.2	0.1	100
AGE: 11-14 ALL	48.8	50.8	0.3	0.1	100
AGE: 11-14 BOYS	50.4	49.2	0.4	0.1	100
AGE: 11-14 GIRLS	47.2	52.5	0.3	0.1	100
AGE: 15-16 ALL	48.2	50.7	0.4	0.8	100
AGE: 15-16 BOYS	47.6	51.1	0.3	1.0	100
AGE: 15-16 GIRLS	48.7	50.3	0.5	0.5	100

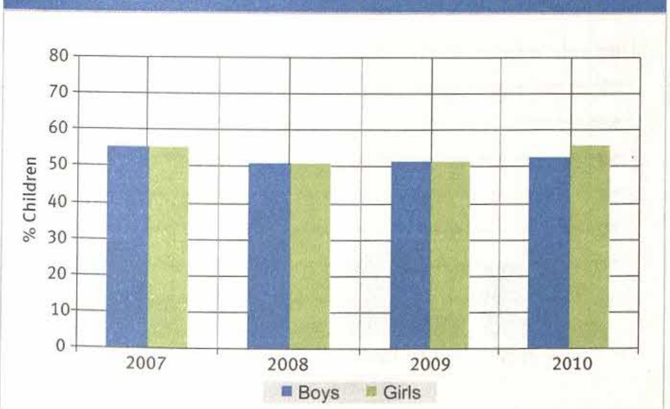
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 0.6% in 2006 to 0.4% in 2007 to 0.2% in 2008, 0.2% in 2009 and to 0.1% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 52.7% of all boys (age 6-14) were enrolled in private school and 55.8% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	16.7	60.2	20.6	2.5									100
II	0.4	11.6	63.0	22.8	2.2								100
III	0.8		10.5	60.6	24.7	3.4							100
IV	0.8			10.3	58.7	27.0	3.2						100
V	1.3				8.0	69.3	19.3	2.1					100
VI	1.6					13.3	57.1	24.8	3.2				100
VII	1.9						12.3	63.0	20.8	1.9			100
VIII	1.0							16.3	65.9	14.5	2.4		100

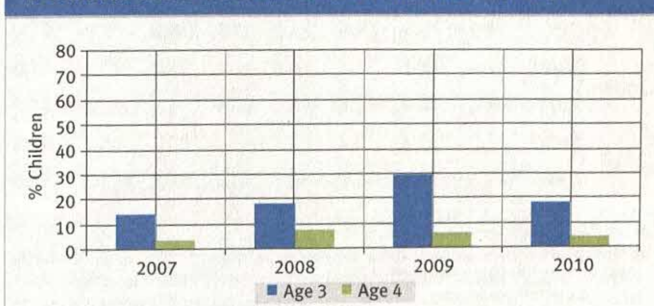
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 60.6% children are 8 years old but there are also 10.5% who are 7, 24.7% who are 9 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	68.0	14.3				17.8	100
AGE 4	49.5	46.8				3.8	100
AGE 5	20.1	35.6	14.0	29.5	0.2	0.7	100
AGE 6	3.1	12.3	33.8	50.0	0.5	0.3	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 99.4% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 17.8% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	2.6	38.7	39.1	14.0	5.6	100
II	1.2	15.7	28.0	28.0	27.2	100
III	0.6	7.3	13.8	29.1	49.2	100
IV	0.0	4.3	7.8	21.3	66.6	100
V	0.4	2.1	5.1	16.3	76.1	100
VI	0.8	1.3	3.8	11.2	82.9	100
VII	0.5	1.0	1.7	9.2	87.7	100
VIII	0.6	0.6	1.2	8.2	89.4	100
TOTAL	0.8	7.8	11.3	16.7	63.5	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0.6% children cannot even read letters, 7.3% can read letters but not more, 13.8% can read words but not Std 1 text or higher, 29.1% can read Std 1 text but not Std 2 level text, and 49.2% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

വായനാ പരീക്ഷ (1)

കഥ

തോട്ടത്തിൽ ഒരു വലിയ മരമുണ്ടായിരുന്നു. അത് ഒറ്റയ്ക്കായിരുന്നു. ഒരു ദിവസം ഒരു പക്ഷി അതിന്റെ ചില്ലയിൽ പറന്നിരുന്നു. അതിന്റെ കൊക്കിൽ ഒരു പഴമുണ്ടായിരുന്നു. പഴം തിന്നിട്ട് കുരു അത് താഴേക്കിട്ടു. കുറേ നാളുകൾ കഴിഞ്ഞ് കുരു കിളുർത്ത് വലിയമരമായി. നിറയെ കായ്കളും കായ്ച്ചു. അത് തിന്നാനായി ധാരാളം പക്ഷികളും അവിടയെത്തി. കായ്കളുടെ വിത്തുകൾ വീണ് കുറേ ചെറുമരങ്ങൾ അവിടെ കിളിർത്തു. വലിയമരത്തിന് സന്തോഷമായി.

ഖണ്ഡിക

ഒരു വലിയ കുരങ്ങൻ. അവൻ മരത്തിലാണ് താമസം. അവന് ചാടി കളിക്കാൻ അറിയാം. പഴങ്ങളും ഇഷ്ടമാണ്.

പ വ സ ഒ ഉ ഥ ധ ത ല ന ഉ

പൂവ് പറ നീല മഞ്ഞ ആയിരം വനം ആമ കസേര കിളി പേന

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

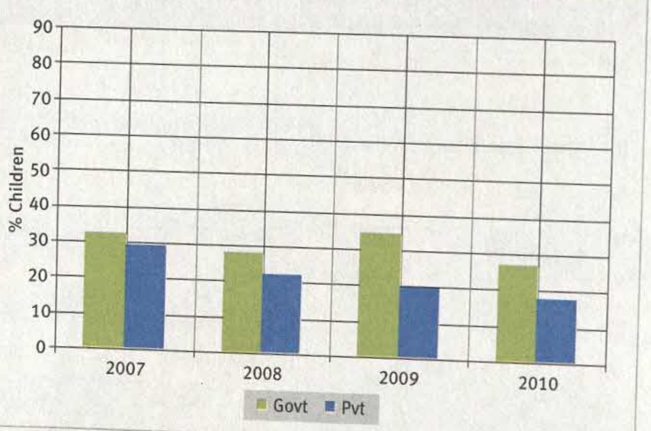
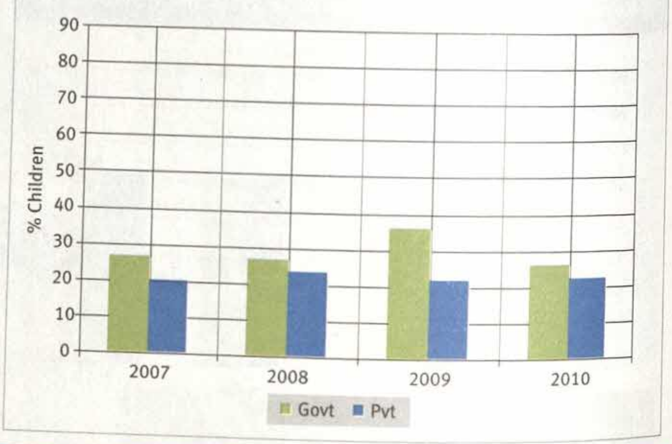


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	28.2	32.7	30.3	39.0	36.8	39.6	42.0	42.4
	PVT	20.1	28.3	29.6	35.6	39.2	38.8	35.8	41.9
2009	GOVT	21.4	33.1	31.2	34.4	41.8	34.2	35.1	41.5
	PVT	28.7	32.4	37.6	43.3	43.0	43.1	42.6	47.8
2010	GOVT	26.3	23.7	36.2	35.0	44.3	40.7	45.2	46.1
	PVT	29.4	32.1	40.2	40.7	44.1	44.5	43.3	39.9

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	2.3	28.3	59.2	8.1	2.2	100
II	1.6	9.5	50.2	34.1	4.6	100
III	0.4	2.5	30.6	55.4	11.1	100
IV	0.3	2.7	16.9	51.1	29.0	100
V	0.1	1.2	10.5	39.5	48.6	100
VI	0.6	1.0	7.5	25.8	65.1	100
VII	0.3	0.5	4.4	21.2	73.7	100
VIII	0.6	0.4	4.1	15.0	80.0	100
TOTAL	0.7	5.0	20.7	31.4	42.2	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0.4% children cannot even recognize numbers 1-9, 2.5% can recognize numbers up to 10 but not more, 30.6% can recognize numbers upto 100 but cannot do subtraction, 55.4% can do subtraction but not division, and 11.1% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

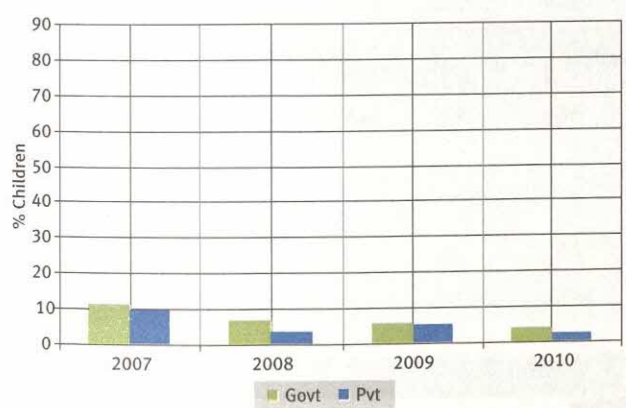
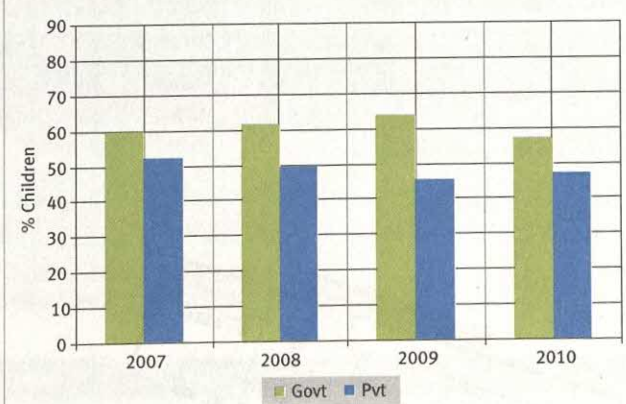


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



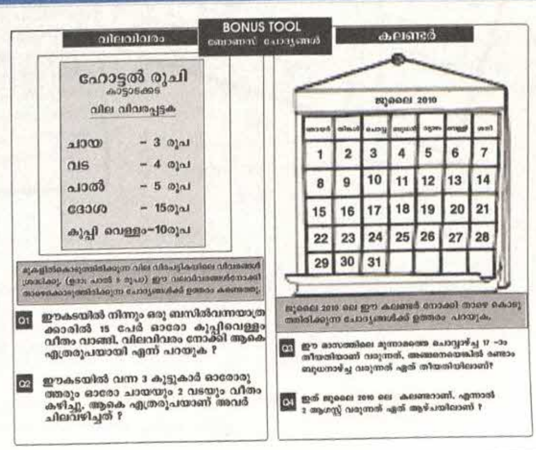
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu Neither	Menu One	Menu Both	Calendar Neither	Calendar One	Calendar Both	Area Neither	Area One	Area Both	Estimation Neither	Estimation One	Estimation Both
V	14.2	12.9	73.0	16.7	11.5	71.8	38.7	9.3	52.0	22.8	8.0	69.2
VI	10.4	10.4	79.2	12.5	7.4	80.1	24.6	9.5	65.9	17.4	7.0	75.7
VII	6.7	8.8	84.5	8.0	6.3	85.7	17.0	10.9	72.1	11.2	6.1	82.7
VIII	3.9	6.7	89.3	5.3	4.0	90.7	12.5	8.1	79.4	7.0	5.3	87.7

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

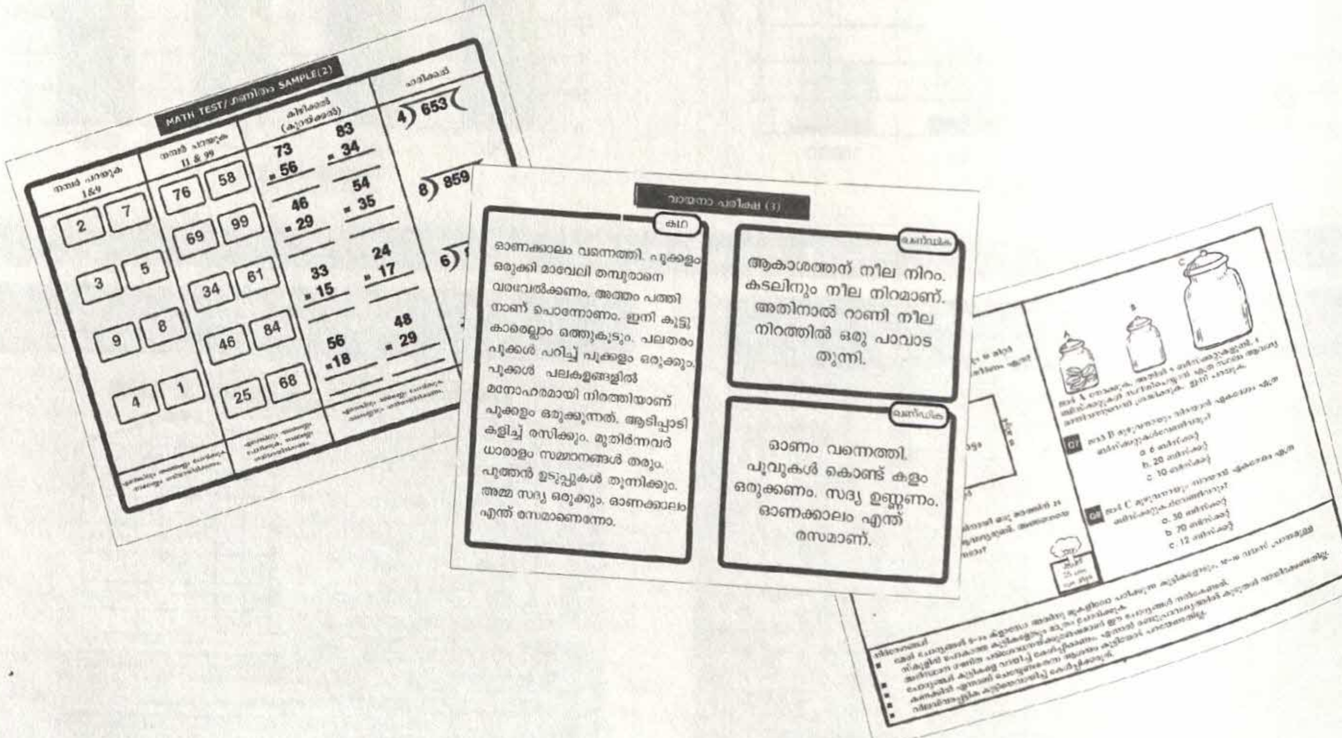
EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Alappuzha *		0.0	51.3	78.7	100.0	97.0	91.1	83.0	86.4	89.1	77.6	86.1
Ernakulam	91.2	0.0	75.7	41.6	97.2	97.0	86.6	83.2	82.6	84.7	63.6	72.1
Idukki	98.4	0.1	60.0	20.8	93.2	97.7	77.2	78.2	81.4	76.2	68.8	74.5
Kannur	84.2	0.0	66.9	9.6	99.3	99.3	86.9	84.3	83.5	84.3	74.7	82.0
Kasaragod	98.6	0.2	40.1	7.4	98.0	97.9	81.5	60.2	78.1	71.1	57.2	73.4
Kollam	92.5	0.2	59.1	80.8	97.6	97.5	92.6	86.0	74.2	73.6	59.1	73.4
Kottayam	94.5	0.0	71.0	38.4	100.0	96.9	91.1	74.7	74.8	79.6	51.9	65.1
Kozhikode	80.3	0.3	55.6	33.2	98.4	98.2	85.7	77.2	81.3	81.2	72.2	78.2
Malappuram	92.1	0.0	32.8	10.2	97.8	97.0	83.2	73.7	78.1	74.6	64.0	70.5
Palakkad	80.3	0.0	44.6	33.9	98.2	100.0	81.6	77.3	88.0	91.0	85.3	89.9
Pathanamthitta	96.4	0.2	63.2	52.4	100.0	99.3	86.1	82.0	87.5	87.1	78.8	86.3
Thiruvananthapuram	93.2	0.2	47.2	62.4	96.5	97.7	95.9	87.0	86.8	89.5	64.7	95.0
Thrissur	95.2	0.0	69.3	47.5	98.9	100.0	87.4	81.2	78.4	82.1	59.6	76.9
Wayanad	89.2	0.3	38.2	9.0	99.3	98.4	81.3	66.7	79.4	76.6	64.2	65.1
Total	**90.7**	**0.1**	**54.2**	**42.6**	**98.2**	**98.1**	**86.9**	**79.2**	**81.4**	**82.0**	**67.3**	**78.7**

* Blank cells indicate insufficient data.



As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	127	178	176
Std I-VII/VIII: Primary + Upper Primary	64	78	99
Total schools visited	191	256	275

Table 10: Teacher attendance

Type of school	2007	2009	2010	2007	2009	2010
	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	90.2	87.1	94.0	87.7	92.5	90.1
% Schools with no teacher present	0.0	0.0	0.0	0.0	0.0	0.0
% Schools with all teachers present	58.4	54.5	71.2	39.0	50.0	47.4

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	0.0	0.0
Headteacher appointed but not present on day of visit	5.4	2.8
Headteacher appointed & present on day of visit	94.6	97.2
Total	100.0	100.0

Table 12: Student attendance

Type of school	2007	2009	2010	2007	2009	2010
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	90.0	91.9	93.1	91.5	91.8	91.2
% Schools with less than 50% enrolled children present	3.6	0.6	0.0	3.6	1.3	1.0
% Schools with 75% or more enrolled children present	93.7	96.5	97.6	92.9	96.1	94.9

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	24.7	4.1
Computers but no children using them at time of visit	18.8	11.3
Computers and children using them at time of visit	56.5	84.5
Total	100.0	100.0

Table 14: Multigrade classes

% Schools in which	2007	2009	2010	2007	2009	2010
	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	4.5	4.6	7.9	3.9	3.9	6.3
Std IV children sitting with one or more other classes	2.9	3.6	7.1	2.1	1.3	2.2

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	121	83.5	11.6	5.0	153	94.1	5.2	0.7
Development grant	113	73.5	20.4	6.2	131	93.1	6.1	0.8
Teacher grant (TLM)	124	91.9	4.0	4.0	153	98.7	0.7	0.7

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	155	90.3	6.5	3.2	153	94.1	5.2	0.7
Development grant	149	87.3	7.4	5.4	131	93.1	6.1	0.8
Teacher grant (TLM)	161	96.9	0.6	2.5	153	98.7	0.7	0.7

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

KERALA *RURAL*

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	53	19.9
61-90	31	11.6
91-120	34	12.7
›120	149	55.8
TOTAL	267	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	0.0	2.4	97.6					100
61-90	0.0		3.9	96.2				100
91-120	18.8			18.8	62.5			100
›120	7.2				4.3	88.5		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 3.9% of schools are at norm (i.e. have 3 teachers), none are below the norm and 96.2% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	0	0.0
2	2	0.8
3	34	14.2
4	31	13.0
5	18	7.5
6	18	7.5
≥7	136	56.9
TOTAL	239	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	0.0	0.0						0
2	0.0		0.0	100.0					100
3	18.5			11.1	70.4				100
4	24.0				44.0	32.0			100
5	62.5					18.8	18.8		100
6	20.0						20.0	60.0	100
≥7	12.2							87.8	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 11.1% of schools are at norm (i.e. have 3 classrooms), 18.5% are below the norm and 70.4% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	88.3
	Playground	76.7
	Boundary wall	82.1
DRINKING WATER	No facility for drinking water	2.6
	Facility but no drinking water available	11.7
	Drinking water available	85.7
TOILET	No toilet facility	0.4
	Facility but toilet not useable	31.4
	Toilet useable	68.2
GIRLS TOILET	% Schools with no separate provision for girls toilets	5.1
	Of schools with separate girls toilets, % schools where	
	Toilet locked	8.7
	Toilet not useable	35.6
	Toilet useable	50.6
TLM	Teaching learning material in Std 2	98.5
	Teaching learning material in Std 4	96.6
LIBRARY	No library	16.9
	Library but no books being used by children on day of visit	20.7
	Library books being used by children on day of visit	62.4
MDM	Kitchen shed for cooking midday meal	98.1
	Midday meal served in school on day of visit	100.0

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

- Admitted children — No. of teachers
  - <= 60 — 2
  - 61-90 — 3
  - 91-120 — 4
  - 121-200 — 5
  - ›150 — 5 + 1 Headteacher
  - ›200 — Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

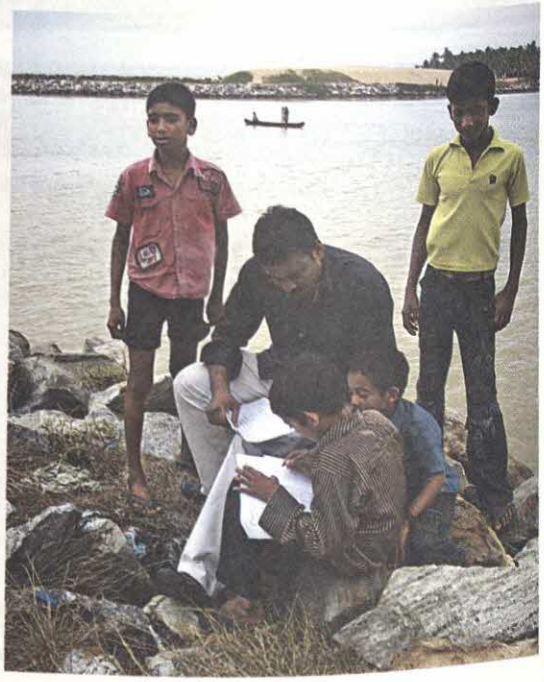
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



MAHARASHTRA

MANIPUR

MEGHALAYA

MIZORAM

NAGALAND

MAHARASHTRA *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 33 OUT OF 33 DISTRICTS

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

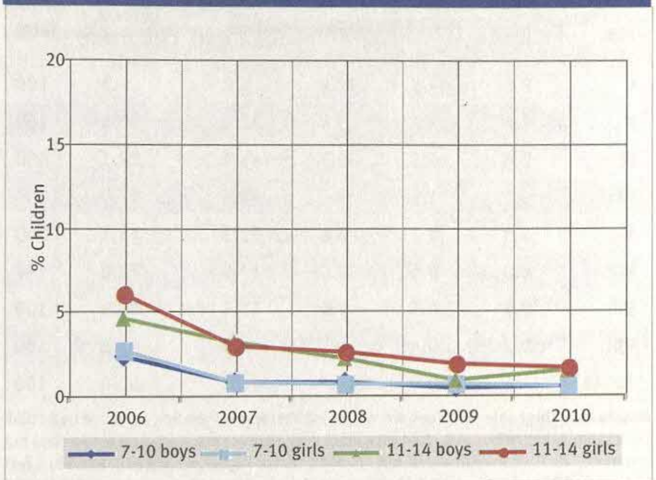
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	72.2	26.4	0.3	1.1	100
AGE: 7-16 ALL	62.6	35.0	0.3	2.1	100
AGE: 7-10 ALL	88.5	10.6	0.3	0.6	100
AGE: 7-10 BOYS	88.0	11.1	0.3	0.6	100
AGE: 7-10 GIRLS	88.9	10.2	0.3	0.6	100
AGE: 11-14 ALL	52.3	45.9	0.2	1.6	100
AGE: 11-14 BOYS	52.0	46.2	0.2	1.6	100
AGE: 11-14 GIRLS	52.8	45.3	0.2	1.7	100
AGE: 15-16 ALL	21.5	71.1	0.2	7.2	100
AGE: 15-16 BOYS	21.4	71.5	0.0	7.0	100
AGE: 15-16 GIRLS	21.9	70.1	0.4	7.6	100

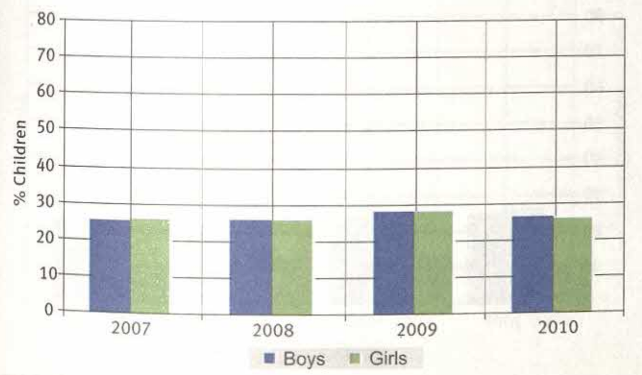
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 6.1% in 2006 to 3% in 2007 to 2.6% in 2008, 2% in 2009 and to 1.7% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 26.7% of all boys (age 6-14) were enrolled in private school and 26.2% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>6.8</td><td>60.0</td><td>28.9</td><td colspan="9">4.3</td><td>100</td></tr>
<tr><td>II</td><td colspan="2">4.3</td><td>38.9</td><td>52.0</td><td colspan="8">4.8</td><td>100</td></tr>
<tr><td>III</td><td colspan="3">3.9</td><td>34.4</td><td>54.9</td><td colspan="7">6.8</td><td>100</td></tr>
<tr><td>IV</td><td colspan="4">3.4</td><td>27.6</td><td>62.0</td><td colspan="6">7.0</td><td>100</td></tr>
<tr><td>V</td><td colspan="5">2.8</td><td>34.3</td><td>51.6</td><td>8.1</td><td colspan="4">3.2</td><td>100</td></tr>
<tr><td>VI</td><td colspan="6">3.9</td><td>26.5</td><td>60.1</td><td colspan="4">9.5</td><td>100</td></tr>
<tr><td>VII</td><td colspan="7">4.1</td><td>33.9</td><td>49.3</td><td>10.6</td><td colspan="2">2.2</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="8">7.9</td><td>31.6</td><td>52.5</td><td colspan="2">8.0</td><td>100</td></tr>
</table>

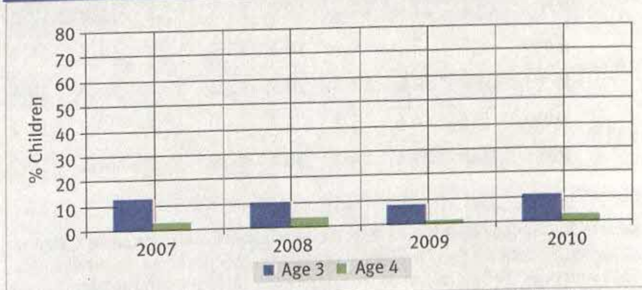
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std V, 51.6% children are 11 years old but there are also 34.3% who are 10, 8.1% who are 12 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	84.8	3.8				11.4	100
AGE 4	89.9	7.2				2.9	100
AGE 5	61.4	6.0	16.6	11.3	0.1	4.6	100
AGE 6	10.8	2.0	76.8	7.6	0.4	2.5	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 98.8% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 11.4% of all age 3 children were not attending any kind of preschool or school.

MAHARASHTRA *RURAL*

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	8.8	49.5	32.6	6.8	2.3	100
II	1.8	17.7	43.4	27.0	10.1	100
III	0.6	6.3	20.7	45.4	27.1	100
IV	0.2	1.6	9.0	31.8	57.5	100
V	0.3	1.7	3.8	21.2	73.1	100
VI	0.3	0.6	2.0	14.5	82.5	100
VII	0.1	0.5	1.4	11.1	86.9	100
VIII	0.2	0.4	0.9	6.9	91.8	100
TOTAL	1.6	10.0	14.6	21.3	52.6	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0.6% children cannot even read letters, 6.3% can read letters but not more, 20.7% can read words but not Std 1 text or higher, 45.4% can read Std 1 text but not Std 2 level text, and 27.1% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

वाचन चाचणी (१)

गोष्ट

एक होती आजी. एकदा तिला तिच्या बहिणीचे पत्र आले. आजीला तिने आपल्या घरी पूजेला बोलाविले होते. आजीने आपल्या सामानाचे गाठोडे बांधले. निघताना तिने घराला कुलूप लावले. ती प्रवासाला पायी निघाली. वाटेत आजीला झरा दिसला. चालून चालून थकल्याने ती झऱ्याकाठी बसली. थोडे खाऊन तिने थंड पाणी प्यायले आणि ती झोपी गेली. काही वेळाने समोरून एक टांगा आला. टांग्यातील माणसाने तिला बहिणीकडे सोडले. आजीने त्याचे आभार मानले आणि ती घरात गेली.

परिच्छेद

आज गावाहून मामा आला.
मला खाऊ व फुगे घेऊन आला.
ताईला बाहुली घेऊन आला.
आईला छान साडी आणली.

समई बस गरम कैरी दिवा मोती किरण चिमटा तूप मौज

श प स ड य द ज ह त म

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

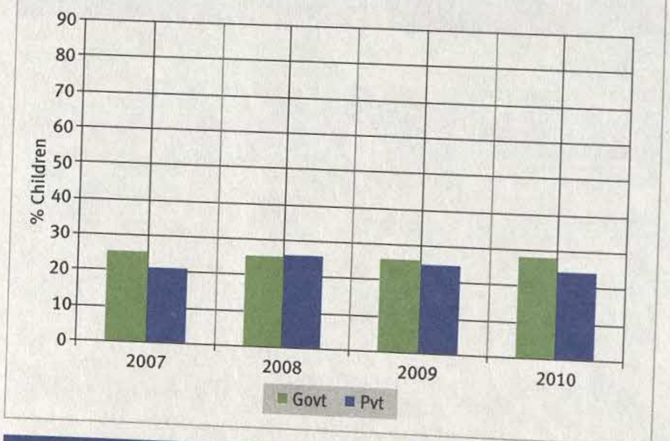
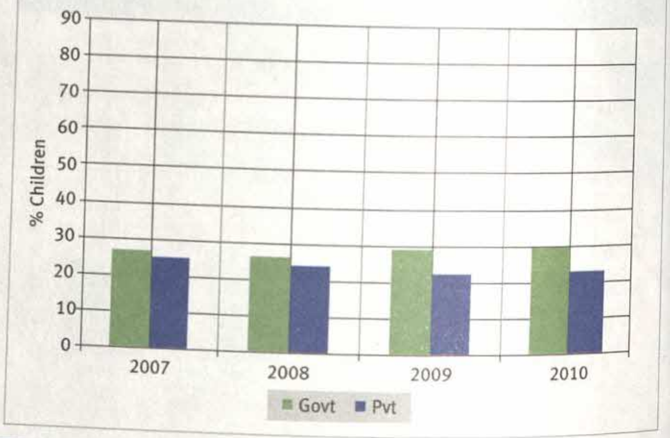


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	3.3	4.0	4.9	5.6	7.3	7.2	7.9	10.6
	PVT	23.1	22.4	21.4	19.8	13.2	12.2	11.8	12.0
2009	GOVT	7.5	7.1	9.0	10.1	10.9	11.2	11.7	15.3
	PVT	24.8	30.6	27.4	28.7	17.2	12.7	15.3	13.5
2010	GOVT	3.3	4.6	5.7	5.4	8.0	7.8	7.8	11.2
	PVT	15.2	24.6	24.3	30.4	12.9	15.7	14.5	12.9

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	10.1	64.4	22.2	2.2	1.1	100
II	2.2	30.1	51.7	14.0	2.0	100
III	0.7	12.2	40.4	41.7	5.1	100
IV	0.3	4.3	23.7	51.4	20.4	100
V	0.4	2.7	13.3	42.2	41.4	100
VI	0.5	1.7	8.7	34.0	55.1	100
VII	0.1	1.0	8.4	27.0	63.5	100
VIII	0.2	0.9	5.5	19.6	73.8	100
TOTAL	1.8	15.0	22.3	29.6	31.3	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0.7% children cannot even recognize numbers 1-9, 12.2% can recognize numbers up to 10 but not more, 40.4% can recognize numbers upto 100 but cannot do subtraction, 41.7% can do subtraction but not division, and 5.1% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

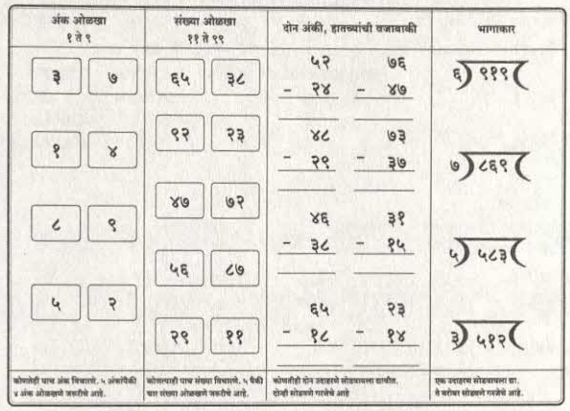


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

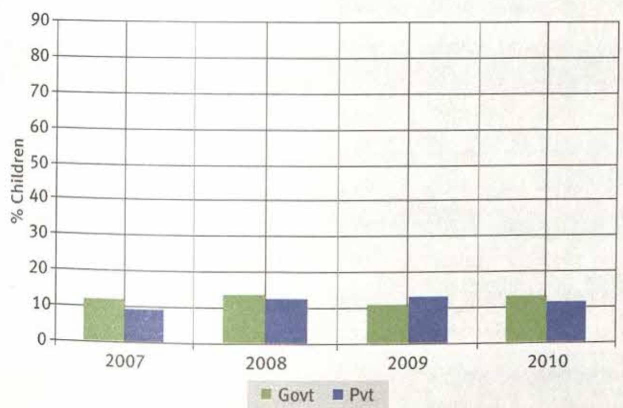
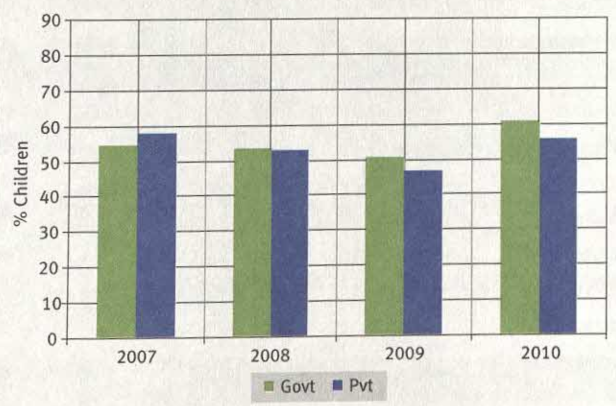


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



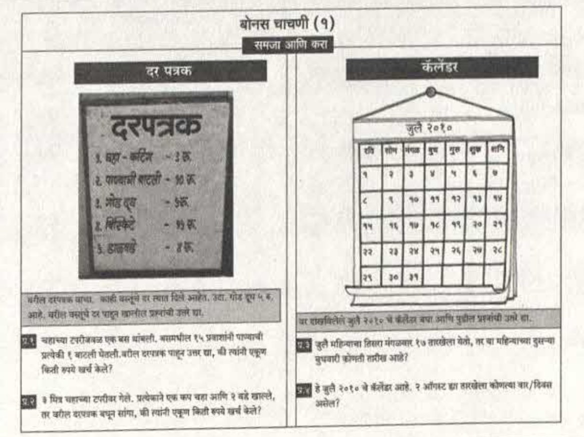
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu Neither	Menu One	Menu Both	Calendar Neither	Calendar One	Calendar Both	Area Neither	Area One	Area Both	Estimation Neither	Estimation One	Estimation Both
V	20.5	15.5	64.0	32.8	16.8	50.4	64.3	10.6	25.1	46.2	13.1	40.7
VI	13.7	13.9	72.3	24.6	16.3	59.1	54.2	14.4	31.4	38.0	13.2	48.8
VII	10.6	12.2	77.2	19.5	14.4	66.1	43.0	16.8	40.2	33.4	12.0	54.6
VIII	7.7	10.4	82.0	15.2	12.1	72.7	32.3	14.0	53.7	25.8	11.7	62.6

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Ahmednagar	97.4	0.6	40.6	6.5	97.4	96.1	92.4	85.1	79.6	86.5	50.5	68.7
Akola	100.0	0.8	40.5	5.0	96.2	94.9	84.5	58.3	85.7	63.9	20.2	68.2
Amravati	99.0	0.6	41.6	7.8	95.1	89.5	80.3	54.4	83.9	66.6	32.3	61.9
Aurangabad	99.4	2.4	20.5	12.6	98.0	95.9	85.2	58.4	72.9	50.2	34.1	31.8
Bhandara	99.2	0.0	29.7	5.8	86.1	83.0	78.3	47.7	61.5	57.9	29.3	62.6
Beed	91.3	0.3	25.9	7.0	99.5	99.5	94.4	89.1	92.9	69.5	27.8	23.9
Buldana	75.6	0.4	12.1	5.3	92.2	92.2	87.1	61.5	88.3	63.6	25.5	26.5
Chandrapur	100.0	0.4	27.7	5.8	90.2	84.0	74.9	39.8	68.6	48.4	35.6	47.6
Dhule	94.7	2.6	42.3	15.1	99.3	99.3	95.3	61.4	63.3	62.1	38.5	69.5
Gadchiroli	100.0	0.7	18.5	1.6	79.0	79.0	68.5	32.3	43.8	29.6	23.3	26.5
Gondiya	99.3	0.2	19.9	4.6	98.3	97.7	86.5	44.2	46.8	35.2	21.5	20.1
Hingoli	95.4	2.8	17.9	12.7	94.7	92.8	75.9	58.1	82.6	73.8	69.1	66.9
Jalgaon	93.9	2.9	38.0	16.8	96.7	95.5	71.7	47.3	70.2	38.1	17.1	16.3
Jalna	94.8	1.6	18.1	14.7	90.4	92.6	78.7	64.8	70.2	58.1	36.9	53.0
Kolhapur	82.8	0.6	18.2	12.2	95.0	95.6	87.0	63.6	43.6	54.2	30.5	55.6
Latur	99.6	0.3	26.0	6.1	91.4	91.4	72.7	62.0	77.0	54.8	24.0	46.0
Nagpur	92.3	0.7	51.5	13.3	93.9	93.0	93.6	70.7	73.1	61.5	50.0	64.3
Nanded	88.5	1.7	20.6	13.3	93.4	92.3	82.8	59.7	69.0	56.4	36.3	61.2
Nandurbar	98.1	2.3	11.4	8.2	95.5	94.3	95.6	94.4	78.6	67.4	44.6	54.1
Nashik	81.9	1.2	21.1	10.2	92.1	92.0	91.8	84.8	82.1	65.5	43.7	43.6
Osmanabad	95.5	0.7	32.5	4.0	94.5	95.8	91.5	74.4	64.2	56.3	30.9	39.5
Parbhani	99.5	0.2	24.3	6.2	91.7	89.4	80.4	71.5	85.5	59.3	44.7	51.3
Pune	96.4	1.0	29.2	13.4	92.9	91.8	93.1	80.7	78.4	68.5	53.7	61.8
Raigad	99.1	2.0	10.1	28.6	98.6	99.3	83.0	56.1	78.1	59.1	33.2	46.3
Ratnagiri	77.1	1.0	6.2	7.9	100.0	98.7	95.4	84.7	89.9	89.7	51.1	69.1
Sangli	90.3	1.5	27.5	7.0	94.6	94.6	90.7	74.8	67.4	64.7	47.2	61.2
Satara	85.1	0.2	35.8	11.0	97.2	95.5	90.5	77.6	65.6	50.2	49.3	42.9
Sindhudurg	95.2	0.0	7.7	17.1	98.5	97.8	90.6	79.9	91.6	82.4	47.9	43.3
Solapur	97.3	0.6	28.9	3.5	95.3	94.0	89.7	73.9	83.7	69.4	39.8	62.4
Thane	93.1	2.3	21.1	14.5	92.7	91.5	76.1	61.7	89.4	70.8	51.8	55.3
Wardha	100.0	2.2	34.1	8.7	95.3	94.5	79.7	52.9	52.8	55.8	29.0	43.7
Washim	99.1	0.2	22.8	2.4	97.7	97.7	94.8	96.3	63.5	72.5	20.6	75.2
Yavatmal	94.6	1.8	19.1	9.5	95.7	97.8	66.4	45.8	61.0	54.1	12.8	59.1
Total	**93.4**	**1.1**	**26.4**	**9.9**	**94.8**	**93.9**	**85.5**	**67.6**	**73.4**	**61.6**	**37.3**	**51.1**

MAHARASHTRA *RURAL*

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

	2007	2009	2010
TYPE OF SCHOOL			
Std I-IV/V : PRIMARY	488	485	435
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	411	450	467
TOTAL SCHOOLS VISITED	899	935	902

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	94.1	94.9	93.8	89.8	92.8	91.7
% SCHOOLS WITH NO TEACHER PRESENT	0.0	0.5	0.0	0.0	1.2	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT	83.0	84.7	80.6	63.6	71.7	66.3

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	4.5	1.8
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	2.7	6.9
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	92.8	91.3
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	91.7	90.6	91.5	92.8	90.6	92.4
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	0.8	0.2	1.4	0.0	1.1	0.2
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	93.7	93.7	94.4	97.7	94.3	96.7

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	81.8	52.5
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	6.3	20.4
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	11.9	27.1
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	49.5	46.7	47.5	27.7	26.7	34.3
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	46.2	42.9	46.8	22.8	22.7	26.9

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	392	86.7	10.0	3.3	421	92.6	3.1	4.3
DEVELOPMENT GRANT	358	77.1	20.1	2.8	406	88.9	6.2	4.9
TEACHER GRANT (TLM)	416	92.1	5.5	2.4	415	96.4	1.2	2.4

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	448	94.4	3.1	2.5	421	92.6	3.1	4.3
DEVELOPMENT GRANT	396	83.1	14.9	2.0	406	88.9	6.2	4.9
TEACHER GRANT (TLM)	468	98.3	0.4	1.3	415	96.4	1.2	2.4

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

MAHARASHTRA *RURAL*

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	148	16.7
61-90	91	10.3
91-120	83	9.4
› 120	564	63.7
TOTAL	886	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	41.4	47.7			10.9			100
61-90	45.8		28.9		25.3			100
91-120		44.9		27.5		27.5		100
› 120		18.5			10.6	70.9		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 28.9% of schools are at norm (i.e. have 3 teachers), 45.8% are below the norm and 25.3% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	65	8.2
2	111	13.9
3	74	9.3
4	93	11.7
5	72	9.0
6	110	13.8
≥7	273	34.2
TOTAL	798	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	14.0			86.0				100
2	6.2		51.6			42.3			100
3		14.1		23.4		62.5			100
4		4.9			48.2		46.9		100
5			10.3			35.3	54.4		100
6			26.8				22.7	50.5	100
≥7				14.9				85.1	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 23.4% of schools are at norm (i.e. have 3 classrooms), 14.1% are below the norm and 62.5% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	34.2
	Playground	85.0
	Boundary wall	57.6
DRINKING WATER	No facility for drinking water	18.7
	Facility but no drinking water available	12.3
	Drinking water available	69.0
TOILET	No toilet facility	2.9
	Facility but toilet not useable	42.1
	Toilet useable	55.0
GIRLS TOILET	% Schools with no separate provision for girls toilets	13.7
	Of schools with separate girls toilets, % schools where	
	Toilet locked	32.6
	Toilet not useable	8.6
	Toilet useable	45.2
TLM	Teaching learning material in Std 2	97.2
	Teaching learning material in Std 4	94.7
LIBRARY	No library	13.9
	Library but no books being used by children on day of visit	19.6
	Library books being used by children on day of visit	66.5
MDM	Kitchen shed for cooking midday meal	78.3
	Midday meal served in school on day of visit	90.7

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

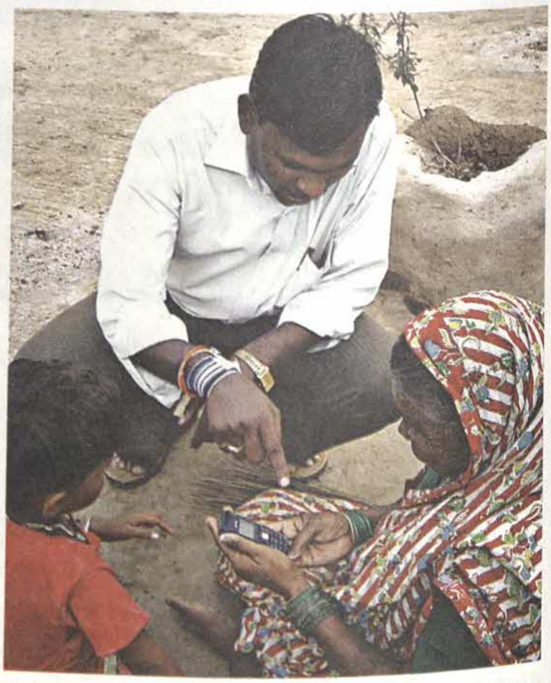
NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:
All weather building with:
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT
shall be provided to each class as required.

LIBRARY
There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



MANIPUR *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 9 DISTRICTS

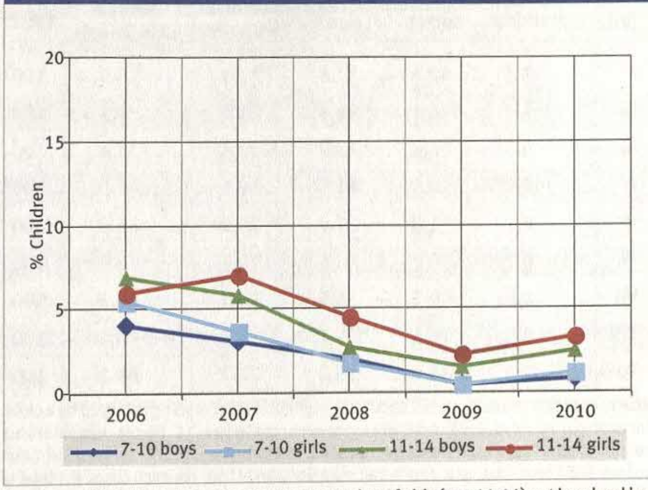
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	32.0	66.1	0.1	1.8	100
AGE: 7-16 ALL	31.7	64.7	0.1	3.5	100
AGE: 7-10 ALL	34.8	64.0	0.2	1.0	100
AGE: 7-10 BOYS	34.6	64.5	0.1	0.8	100
AGE: 7-10 GIRLS	34.9	63.6	0.3	1.2	100
AGE: 11-14 ALL	30.0	67.2	0.0	2.9	100
AGE: 11-14 BOYS	28.0	69.5	0.0	2.5	100
AGE: 11-14 GIRLS	32.4	64.3	0.0	3.3	100
AGE: 15-16 ALL	26.6	60.3	0.1	13.0	100
AGE: 15-16 BOYS	27.0	61.6	0.0	11.3	100
AGE: 15-16 GIRLS	26.1	58.8	0.2	15.0	100

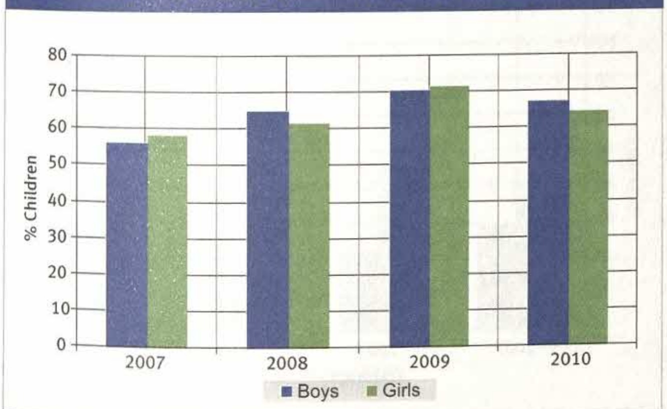
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 5.9% in 2006 to 7.1% in 2007 to 4.6% in 2008, 2.3% in 2009 and changed to 3.3% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 67.2% of all boys (age 6-14) were enrolled in private school and 64.8% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>14.9</td><td>35.2</td><td>29.6</td><td>13.9</td><td>4.5</td><td colspan="7">2.0</td><td>100</td></tr>
<tr><td>II</td><td>2.6</td><td>8.9</td><td>31.1</td><td>26.8</td><td>15.1</td><td>10.8</td><td colspan="6">4.7</td><td>100</td></tr>
<tr><td>III</td><td colspan="2">4.1</td><td>11.6</td><td>26.7</td><td>23.1</td><td>23.4</td><td>5.7</td><td colspan="5">5.4</td><td>100</td></tr>
<tr><td>IV</td><td colspan="3">4.5</td><td>12.3</td><td>27.2</td><td>26.9</td><td>10.9</td><td>10.3</td><td>6.0</td><td colspan="3">1.9</td><td>100</td></tr>
<tr><td>V</td><td colspan="3">2.7</td><td>4.2</td><td>6.4</td><td>35.7</td><td>18.8</td><td>18.3</td><td>6.7</td><td>4.2</td><td colspan="2">2.9</td><td>100</td></tr>
<tr><td>VI</td><td colspan="4">2.1</td><td>4.0</td><td>6.6</td><td>20.4</td><td>31.1</td><td>23.0</td><td>9.9</td><td colspan="2">2.9</td><td>100</td></tr>
<tr><td>VII</td><td colspan="5">0.9</td><td>3.9</td><td>3.8</td><td>26.4</td><td>38.6</td><td>18.5</td><td>5.7</td><td>2.2</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="7">2.5</td><td>6.2</td><td>32.4</td><td>35.0</td><td>16.8</td><td>7.2</td><td>100</td></tr>
</table>

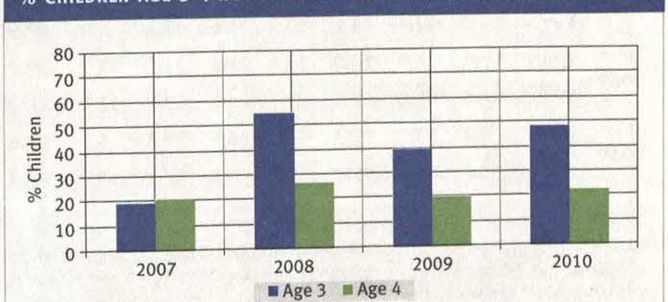
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 26.7% children are 8 years old but there are also 11.6% who are 7, 23.1% who are 9, 23.4 % who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	37.2	14.0				48.9	100
AGE 4	20.5	56.9				22.6	100
AGE 5	6.7	31.5	19.0	37.8	0.1	4.9	100
AGE 6	1.4	13.5	21.6	59.8	0.0	3.8	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 77.9% of sampled villages reported having an anganwadi in the village.

How to read this chart: For example, in 2010, 48.9% of all age 3 children were not attending any kind of preschool or school.

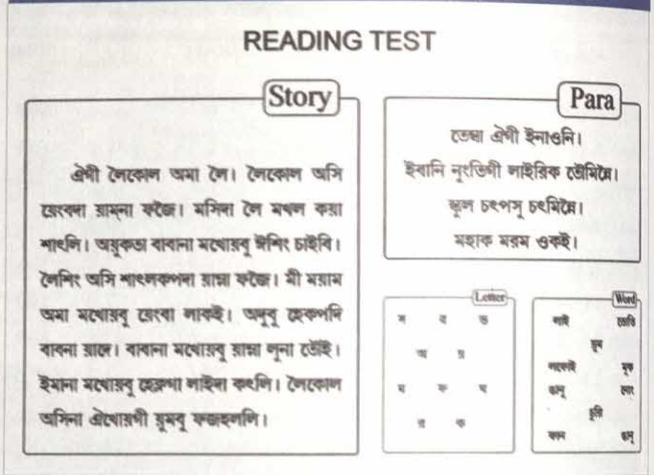
Reading in own language

Table 4: Class-wise % children by reading level
All schools 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	7.6	42.6	32.5	12.3	5.0	100
II	1.3	26.1	38.8	24.1	9.7	100
III	0.5	11.7	33.9	30.3	23.6	100
IV	0.2	4.0	21.5	29.1	45.2	100
V	0.2	1.8	11.0	22.2	64.9	100
VI	0.2	0.7	5.6	20.1	73.4	100
VII	0.0	0.5	1.5	15.3	82.7	100
VIII	0.2	0.0	1.1	9.0	89.6	100
Total	1.4	11.6	19.8	21.2	46.1	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0.5% children cannot even read letters, 11.7% can read letters but not more, 33.9% can read words but not Std 1 text or higher, 30.3% can read Std 1 text but not Std 2 level text, and 23.6% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool



NOTE: This tool was also available in Meitei Mayek, Manipuri and English.

Chart 4: Trends over time
% Children in Std III who cannot read Std I level text
By school type 2007-2010

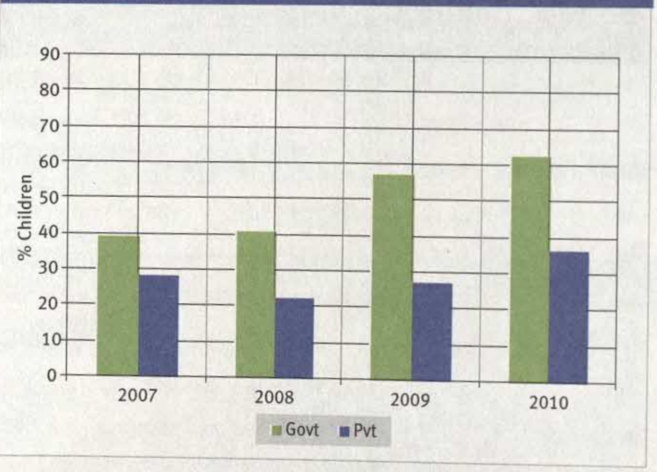
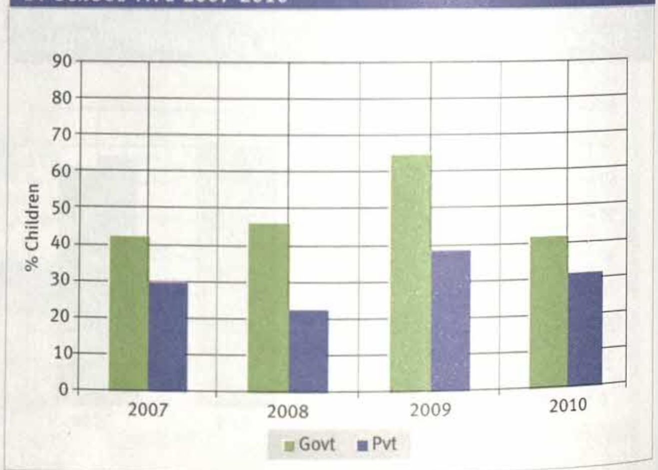


Chart 5: Trends over time
% Children in Std V who cannot read Std II level text
By school type 2007-2010



Tuition

Table 5: Class-wise % children attending paid tuition classes
By school type 2007, 2009 and 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	17.2	18.0	19.5	26.0	24.1	26.6	28.9	35.3
	Pvt	43.6	52.4	53.1	53.7	58.6	53.5	59.2	59.9
2009	Govt	12.0	18.8	16.0	17.1	17.6	21.6	15.2	29.7
	Pvt	42.4	46.0	49.5	50.7	45.7	49.9	51.8	55.2
2010	Govt	9.9	13.2	11.3	14.7	16.9	16.4	15.4	27.6
	Pvt	38.9	41.3	49.2	51.9	48.6	52.9	59.3	61.7

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	6.4	32.8	51.1	8.2	1.6	100
II	1.9	17.4	56.1	21.6	3.0	100
III	0.7	9.6	41.4	39.2	9.1	100
IV	0.2	2.7	26.9	48.3	21.9	100
V	0.3	1.7	10.8	45.3	41.9	100
VI	0.2	1.0	4.8	34.8	59.2	100
VII	0.0	0.2	1.9	23.5	74.4	100
VIII	0.3	0.0	1.8	15.8	82.2	100
TOTAL	1.4	8.8	26.3	30.7	32.8	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0.7% children cannot even recognize numbers 1-9, 9.6% can recognize numbers up to 10 but not more, 41.4% can recognize numbers upto 100 but cannot do subtraction, 39.2% can do subtraction but not division, and 9.1% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

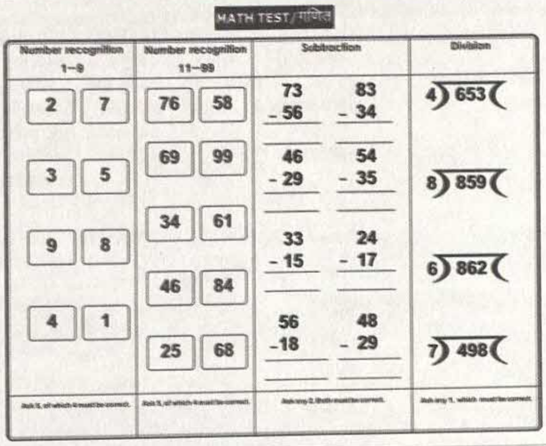


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

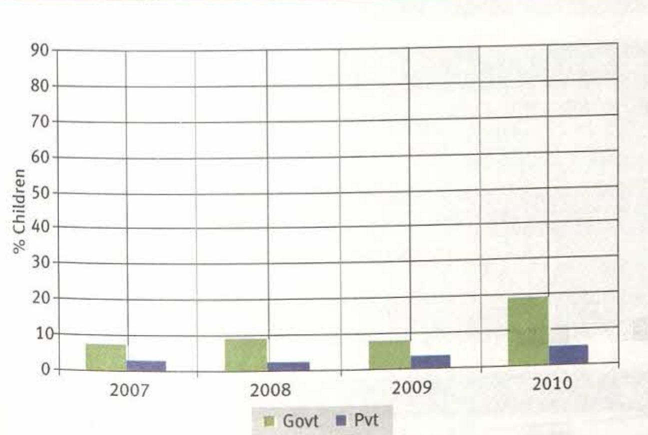
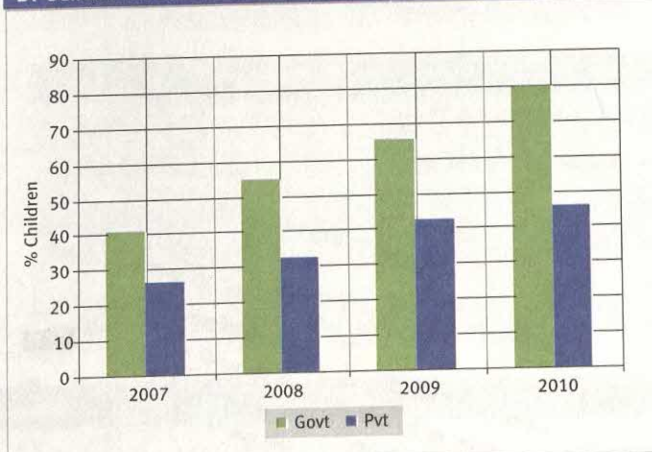


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



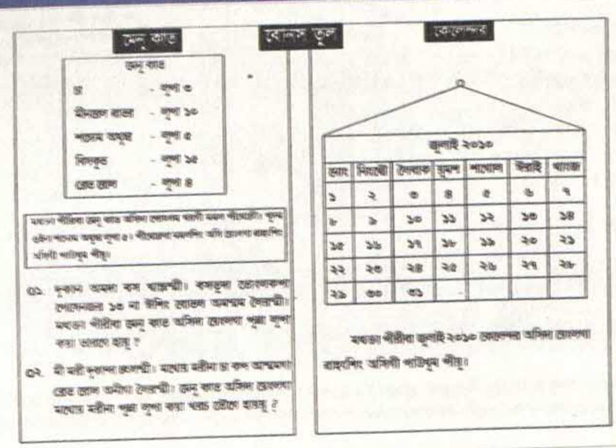
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu			Calendar			Area			Estimation		
	Neither	One	Both	Neither	One	Both	Neither	One	Both	Neither	One	Both
V	31.2	22.4	46.4	33.7	18.4	48.0	70.2	10.3	19.5	32.7	15.1	52.3
VI	22.5	17.8	59.8	23.5	15.2	61.2	58.5	10.8	30.8	27.0	11.3	61.7
VII	15.4	18.8	65.7	15.2	17.1	67.7	43.2	17.0	39.8	20.3	14.0	65.8
VIII	12.9	12.7	74.3	11.2	15.2	73.6	33.7	16.3	50.0	16.7	12.1	71.2

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



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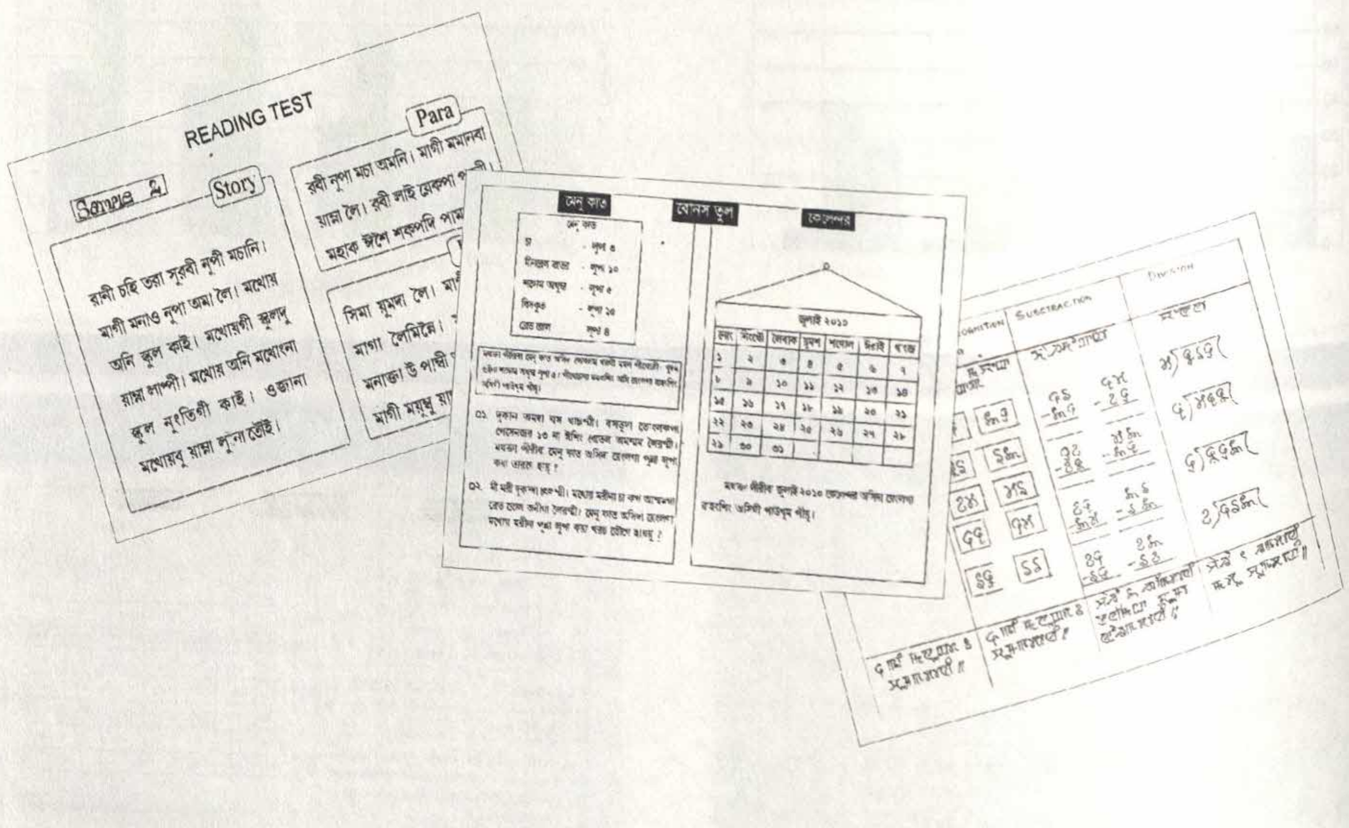
PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Bishnupur	44.2	1.7	78.4	59.7	98.1	99.0	91.5	94.0	65.0	36.2	31.8	31.0
Chandel	34.2	0.5	33.2	19.4	94.9	93.9	81.1	72.2	49.5	93.0	12.2	93.9
Churachandpur	57.3	4.9	89.0	19.3	90.0	92.3	88.4	82.8	73.3	58.9	42.1	74.3
Imphal East	43.7	1.1	59.7	48.3	92.6	94.4	57.3	58.3	52.3	66.7	32.4	58.9
Imphal West	77.8	1.2	74.0	63.7	96.2	96.2	68.3	52.9	50.8	59.3	24.8	52.8
Senapati*	90.4	2.4	75.8	42.0	100.0	96.5	70.2	75.0				
Thoubal	69.4	1.3	55.6	39.3	98.3	99.1	66.0	63.3	68.1	53.0	39.3	62.4
Ukhrul	50.8	1.1	58.9	36.2	97.1	94.9	84.8	78.8	59.8	69.7	40.0	59.8
Total	**62.1**	**1.8**	**66.1**	**42.5**	**95.4**	**95.7**	**72.4**	**69.1**	**60.2**	**61.3**	**33.8**	**61.8**

* Blank cells indicate insufficient data.



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Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

Type of school	2007	2009	2010
Std I-IV/V : Primary	111	107	97
Std I-VII/VIII: Primary + Upper Primary	36	35	28
Total schools visited	147	142	125

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	90.2	82.9	70.8	80.4	71.8	75.1
% Schools with no teacher present	0.0	1.0	0.0	3.1	3.4	0.0
% Schools with all teachers present	63.7	50.0	27.3	28.1	17.2	30.8

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	2.7	0.0
Headteacher appointed but not present on day of visit	28.0	31.6
Headteacher appointed & present on day of visit	69.3	68.4
Total	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	76.7	74.0	66.1	80.0	79.7	71.2
% Schools with less than 50% enrolled children present	13.0	14.1	17.2	11.8	7.7	11.1
% Schools with 75% or more enrolled children present	62.0	64.1	38.7	73.5	76.9	44.4

TABLE 13: COMPUTERS 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	97.8	70.4
Computers but no children using them at time of visit	0.0	25.9
Computers and children using them at time of visit	2.2	3.7
Total	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% Schools in which	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	22.9	28.2	40.7	5.7	22.6	28.0
Std IV children sitting with one or more other classes	14.7	26.5	35.2	8.8	21.9	20.0

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	78	30.8	46.2	23.1	86	62.8	12.8	24.4
Development grant	74	21.6	52.7	25.7	85	55.3	18.8	25.9
Teacher grant (TLM)	75	33.3	46.7	20.0	86	73.3	9.3	17.4

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	91	58.2	40.7	1.1	86	62.8	12.8	24.4
Development grant	83	44.6	54.2	1.2	85	55.3	18.8	25.9
Teacher grant (TLM)	93	72.0	28.0	0.0	86	73.3	9.3	17.4

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

MANIPUR *RURAL*

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	43	35.3
61-90	22	18.0
91-120	22	18.0
› 120	35	28.7
TOTAL	122	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">School enrollment</th><th colspan="7">Number of teachers</th><th rowspan="2">Total</th></tr>
<tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1-60</td><td>0.0</td><td>7.7</td><td colspan="5">92.3</td><td>100</td></tr>
<tr><td>61-90</td><td colspan="2">20.0</td><td>15.0</td><td colspan="4">65.0</td><td>100</td></tr>
<tr><td>91-120</td><td colspan="3">42.1</td><td>5.3</td><td colspan="3">52.6</td><td>100</td></tr>
<tr><td>› 120</td><td colspan="4">40.6</td><td>9.4</td><td colspan="2">50.0</td><td>100</td></tr>
</table>

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 15% of schools are at norm (i.e. have 3 teachers), 20% are below the norm and 65% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	3	2.7
2	12	10.9
3	12	10.9
4	15	13.6
5	23	20.9
6	12	10.9
≥7	33	30.0
TOTAL	110	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

<table>
<tr><th rowspan="2">Number of Teachers</th><th colspan="8">Number of classrooms</th><th rowspan="2">Total</th></tr>
<tr><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>≥7</th></tr>
<tr><td>1</td><td>0.0</td><td>33.3</td><td colspan="6">66.7</td><td>100</td></tr>
<tr><td>2</td><td colspan="2">22.2</td><td>0.0</td><td colspan="5">77.8</td><td>100</td></tr>
<tr><td>3</td><td colspan="3">33.3</td><td>0.0</td><td colspan="4">66.7</td><td>100</td></tr>
<tr><td>4</td><td colspan="4">16.7</td><td>33.3</td><td colspan="3">50.0</td><td>100</td></tr>
<tr><td>5</td><td colspan="5">33.3</td><td>33.3</td><td colspan="2">33.3</td><td>100</td></tr>
<tr><td>6</td><td colspan="6">75.0</td><td>0.0</td><td>25.0</td><td>100</td></tr>
<tr><td>≥7</td><td colspan="7">75.0</td><td>25.0</td><td>100</td></tr>
</table>

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, none of the schools are at norm (i.e. have 3 classrooms), 33.3% are below the norm and 66.7% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	68.1
	Playground	72.3
	Boundary wall	11.1
DRINKING WATER	No facility for drinking water	84.6
	Facility but no drinking water available	10.3
	Drinking water available	5.1
TOILET	No toilet facility	21.4
	Facility but toilet not useable	36.8
	Toilet useable	41.9
GIRLS TOILET	% Schools with no separate provision for girls toilets	78.5
	Of schools with separate girls toilets, % schools where	
	Toilet locked	5.6
	Toilet not useable	6.5
	Toilet useable	9.3
TLM	Teaching learning material in Std 2	48.7
	Teaching learning material in Std 4	38.4
LIBRARY	No library	90.8
	Library but no books being used by children on day of visit	3.4
	Library books being used by children on day of visit	5.9
MDM	Kitchen shed for cooking midday meal	59.2
	Midday meal served in school on day of visit	47.8

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

MEGHALAYA *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 7 OUT OF 7 DISTRICTS

Annual Status of Education Report
असर ASER 2010 RURAL
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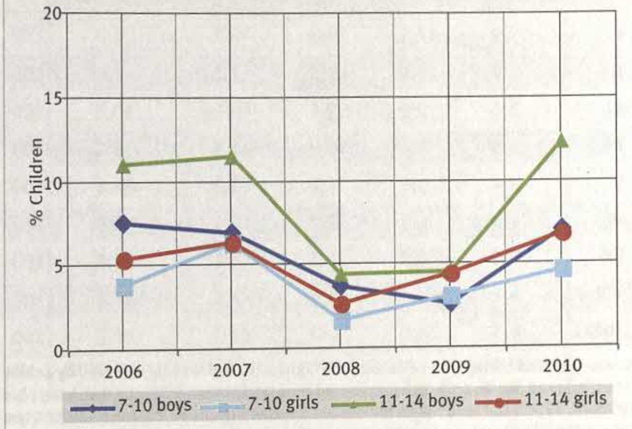
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	44.5	46.8	1.5	7.2	100
AGE: 7-16 ALL	42.4	45.9	1.4	10.3	100
AGE: 7-10 ALL	46.4	45.8	1.9	5.9	100
AGE: 7-10 BOYS	47.5	43.8	1.7	7.1	100
AGE: 7-10 GIRLS	45.3	47.8	2.2	4.7	100
AGE: 11-14 ALL	42.0	47.5	1.0	9.5	100
AGE: 11-14 BOYS	42.6	44.1	1.0	12.3	100
AGE: 11-14 GIRLS	41.4	50.7	1.1	6.8	100
AGE: 15-16 ALL	34.2	42.9	1.1	21.8	100
AGE: 15-16 BOYS	34.5	37.6	0.7	27.2	100
AGE: 15-16 GIRLS	33.9	47.9	1.6	16.7	100

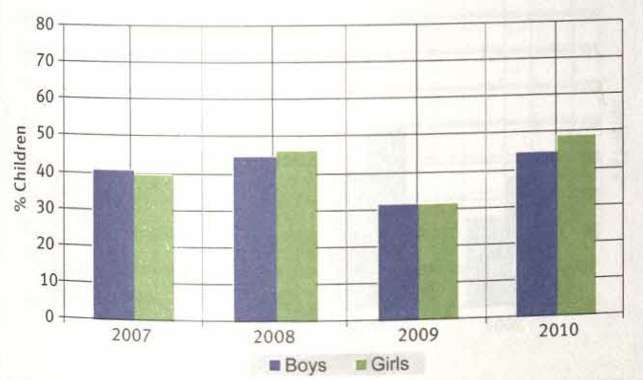
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 5.4% in 2006 to 6.4% in 2007 to 2.7% in 2008, 4.4% in 2009 and to 6.8% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 44.5% of all boys (age 6-14) were enrolled in private school and 49.2% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	7.3	16.1	19.1	19.8	12.2	13.0	5.2	7.5					100
II	2.2	4.7	16.6	21.8	13.3	16.9	9.0	8.1	4.6	2.9			100
III	3.5		4.4	16.5	16.5	16.9	10.5	15.4	8.9	4.8	2.7		100
IV	0.6		5.1	4.9	10.2	21.0	13.6	17.4	12.3	7.2	4.6	3.2	100
V	1.2			3.6	3.4	15.0	13.1	21.1	12.7	17.0	7.7	5.4	100
VI	3.9					6.4	11.1	24.2	21.8	13.8	10.3	8.5	100
VII	3.7						4.9	14.4	18.7	20.3	18.7	19.2	100
VIII	1.5							7.6	16.2	29.3	20.5	25.0	100

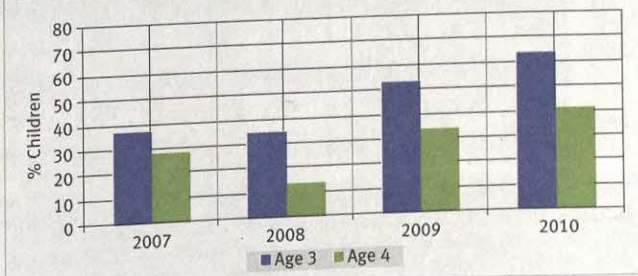
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 16.5% children are 8 years old but there are also 4.4% who are 7, 16.5% who are 9, 16.9% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	17.2	18.8				64.1	100
AGE 4	17.7	41.2				41.2	100
AGE 5	5.5	14.9	23.0	38.1	1.9	16.6	100
AGE 6	5.2	11.0	35.6	36.9	0.8	10.5	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 76.2% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 64.1% of all age 3 children were not attending any kind of preschool or school.

MEGHALAYA *RURAL*

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

Reading in own language

Table 4: Class-wise % children by READING level
All schools 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	13.9	47.1	30.7	6.7	1.7	100
II	2.9	20.1	47.8	22.2	7.0	100
III	3.6	9.9	32.4	40.7	13.5	100
IV	0.8	3.4	10.2	46.5	39.1	100
V	3.4	1.8	4.8	25.2	64.8	100
VI	1.9	0.5	2.0	10.9	84.6	100
VII	0.4	0.9	1.2	7.8	89.8	100
VIII	3.2	0.6	0.0	3.6	92.6	100
Total	4.5	14.0	20.0	21.9	39.8	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 3.6% children cannot even read letters, 9.9% can read letters but not more, 32.4% can read words but not Std 1 text or higher, 40.7% can read Std 1 text but not Std 2 level text, and 13.5% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

Sample - 1

Story

Bagan Damsao Dalbegipa bol pangsa dongachim. Ua pangnan saksan ong.achim. Salsao do.o mangsa bilbae ua bolo ba.eaha. Do.oni ku.siko bitchil rongsa gnagchim. Ua bitchilko bolni sepango ga.akataha. Unon chonbegipa bol pangsa chabaaha. Indake ua biapo bolrang bang.baaha. Dal.begipa bol namen kusi ongbeaha.

Para

Ian dal.begipa makre mangsa ong.a.

Ua bolo donga.

Ua bilchroke rona namnika.

Ua te.rikko cha.naba namnika.

Letter

e w x a y n d u c p

Word

palang na.a ki.tap chola burung gilja matchu mongma na.tok chiring

Chart 4: Trends over time
% Children in Std III who CANNOT READ Std I LEVEL TEXT
By school type 2007-2010

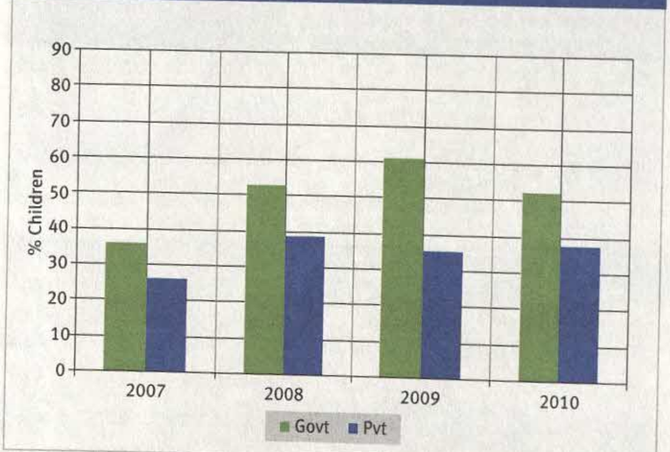
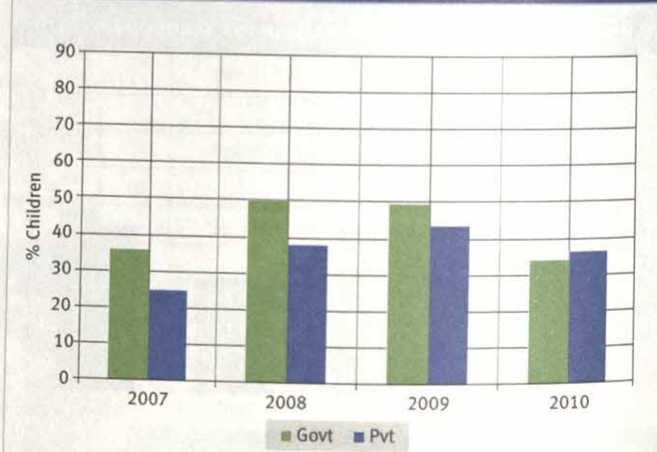


Chart 5: Trends over time
% Children in Std V who CANNOT READ Std II LEVEL TEXT
By school type 2007-2010



Tuition

Table 5: Class-wise % children attending paid tuition classes
By school type 2007, 2009 and 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	2.7	5.7	4.3	3.9	8.4	14.9	15.7	11.0
	Pvt	23.7	28.0	25.8	29.9	24.7	29.9	37.3	34.6
2009	Govt	4.8	7.5	10.9	7.6	9.2	13.8	22.6	27.4
	Pvt	22.8	17.2	16.0	23.4	20.4	20.7	19.3	35.5
2010	Govt	4.7	5.7	7.9	10.4	13.9	13.1	21.8	14.7
	Pvt	21.1	20.6	20.6	19.2	14.8	14.7	18.8	22.3

Note: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

Table 6: Class-wise % children by ARITHMETIC level All schools 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	14.1	38.1	43.5	3.4	0.9	100
II	7.5	12.8	58.5	18.8	2.4	100
III	5.6	9.4	47.8	34.4	2.8	100
IV	2.1	3.1	26.2	54.1	14.5	100
V	3.0	2.4	8.8	46.8	38.9	100
VI	2.4	0.8	3.5	27.7	65.5	100
VII	0.4	0.3	4.0	22.0	73.4	100
VIII	4.0	1.2	1.5	12.0	81.4	100
Total	5.7	11.1	29.2	27.3	26.7	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 5.6% children cannot even recognize numbers 1-9, 9.4% can recognize numbers up to 10 but not more, 47.8% can recognize numbers upto 100 but cannot do subtraction, 34.4% can do subtraction but not division, and 2.8% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

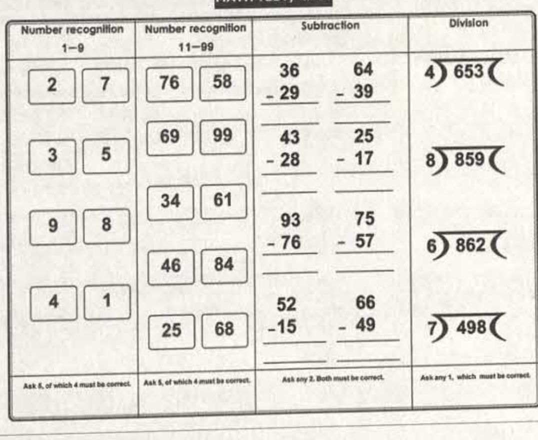


Chart 6: Trends over time % Children in Std III who cannot recognise numbers upto 100 By school type 2007-2010

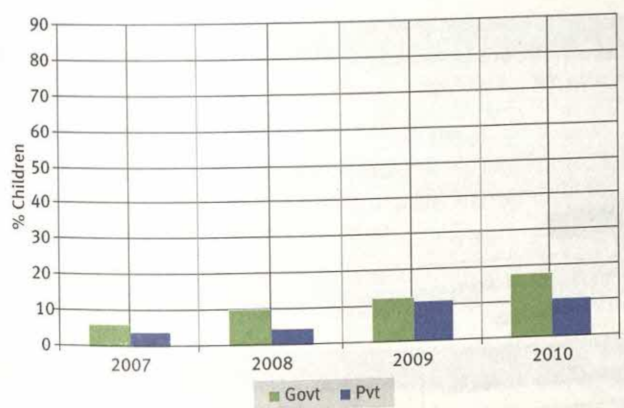
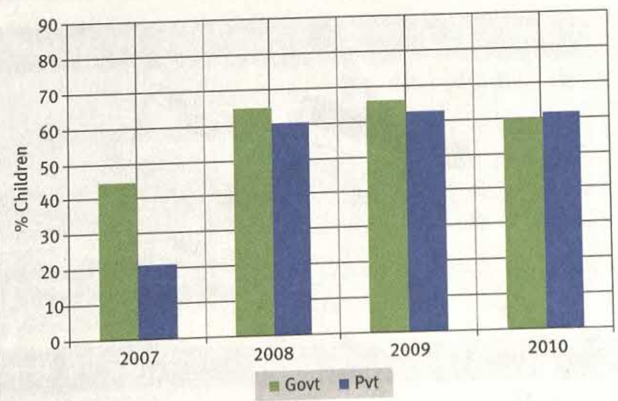


Chart 7: Trends over time % Children in Std V who cannot do division By school type 2007-2010



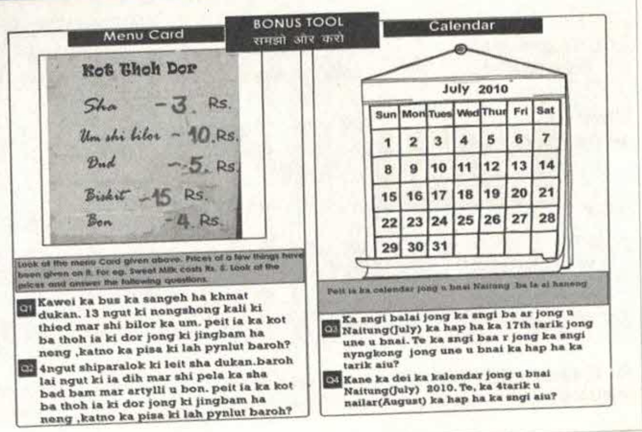
CRITICAL THINKING AND EVERYDAY CALCULATIONS

Table 7: Classwise % children in Std V-VIII able to answer questions in everyday math. All schools 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	45.2	5.2	49.7	62.3	6.3	31.4	79.7	6.8	13.5	67.1	3.9	29.0
VI	18.1	6.5	75.4	33.7	10.6	55.7	64.2	3.2	32.6	49.3	8.4	42.3
VII	12.6	8.4	79.1	17.5	8.3	74.2	36.0	5.7	58.3	25.3	8.7	66.0
VIII	9.9	3.8	86.3	10.1	6.6	83.2	15.6	5.5	78.8	11.3	5.6	83.2

Note: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

Everyday Math Tool

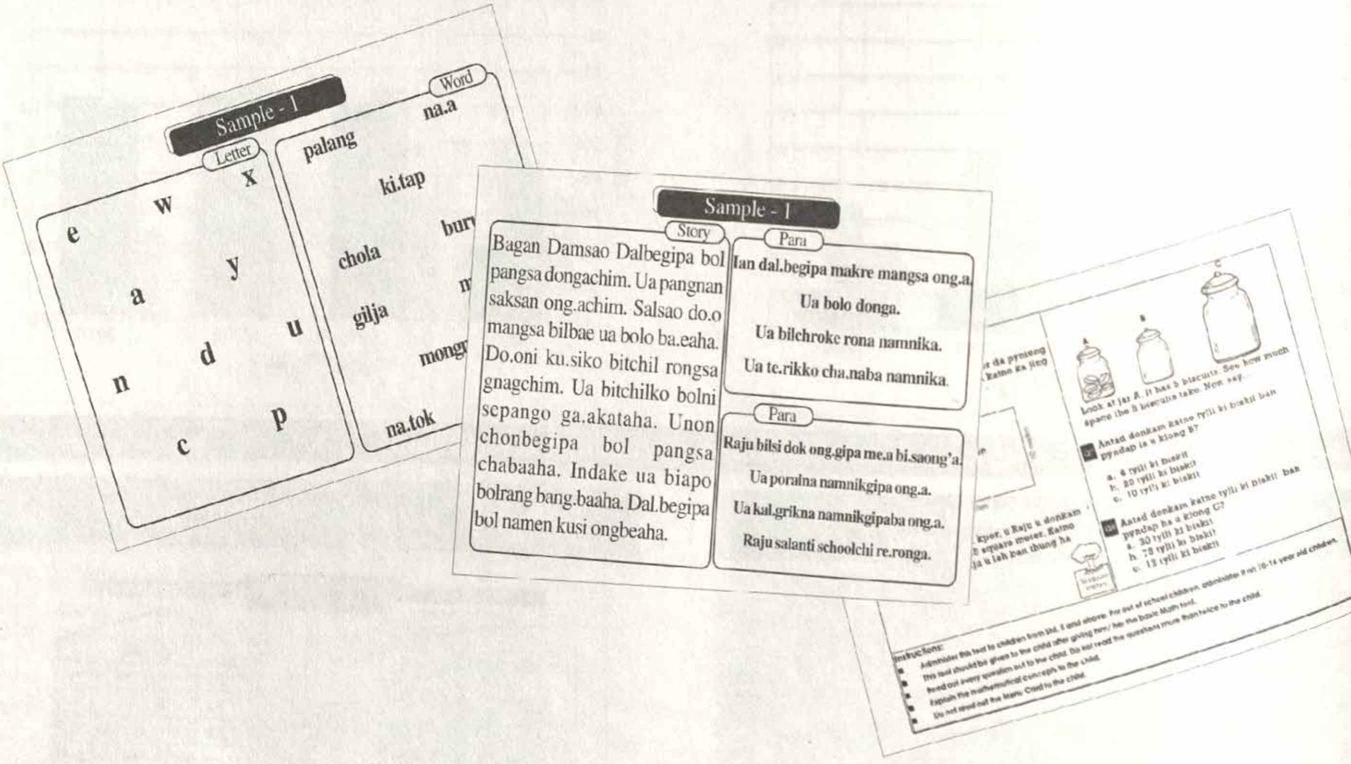


MEGHALAYA *RURAL*

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
East Garo Hills	59.8	2.4	30.7	2.7	74.5	55.6	61.7	59.7	77.5	68.8	54.7	59.8
East Khasi Hills *	56.9	6.6	60.6	22.1	93.5	98.1	83.1	61.0				
Jaintia Hills *	22.2	12.6	44.0	24.3	98.7	98.7	87.7	73.4	74.3			69.7
Ri Bhoi	41.3	4.0	46.2	33.0	98.9	100.0	77.0	55.0	66.1	48.2	15.1	56.1
South Garo Hills *	50.3	8.7	38.5	17.5	92.9	92.4	57.3	48.0	92.2	94.3		
West Garo Hills	44.5	9.1	34.1	7.9	96.1	96.6	84.1	70.5	80.9	65.7	45.3	49.6
West Khasi Hills	57.9	4.8	61.4	12.6	84.2	85.1	61.4	53.1	34.0	30.1	10.9	38.8
Total	**46.7**	**7.2**	**46.8**	**16.1**	**91.3**	**89.0**	**76.5**	**63.8**	**70.2**	**57.6**	**41.7**	**51.1**

* Blank cells indicate insufficient data.



MEGHALAYA *RURAL*

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	107	135	101
Std I-VII/VIII: Primary + Upper Primary	9	9	9
Total schools visited	116	144	110

Table 10: Teacher attendance

Type of school	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
% Teachers present (average)	92.5	88.9	94.4	91.1	69.4	78.3
% Schools with no teacher present	1.3	0.8	0.0	0.0	0.0	0.0
% Schools with all teachers present	83.5	71.7	81.7	60.0	33.3	55.6

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	0.0	0.0
Headteacher appointed but not present on day of visit	3.9	0.0
Headteacher appointed & present on day of visit	96.2	100.0
Total	100.0	100.0

Table 12: Student attendance

Type of school	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
% Enrolled children present (average)	85.0	76.9	74.7	85.6	83.1	83.7
% Schools with less than 50% enrolled children present	1.2	7.1	6.1	0.0	0.0	0.0
% Schools with 75% or more enrolled children present	84.9	62.7	60.2	100.0	88.9	88.9

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	100.0	66.7
Computers but no children using them at time of visit	0.0	22.2
Computers and children using them at time of visit	0.0	11.1
Total	100.0	100.0

Table 14: Multigrade classes

% Schools in which	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
Std II children sitting with one or more other classes	56.2	67.4	68.8	50.0	66.7	22.2
Std IV children sitting with one or more other classes	47.2	63.4	66.7	25.0	33.3	11.1

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	94	44.7	41.5	13.8	92	68.5	21.7	9.8
Development grant	92	19.6	66.3	14.1	90	36.7	47.8	15.6
Teacher grant (TLM)	94	64.9	20.2	14.9	92	77.2	18.5	4.4

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	114	63.2	28.1	8.8	92	68.5	21.7	9.8
Development grant	108	36.1	54.6	9.3	90	36.7	47.8	15.6
Teacher grant (TLM)	113	82.3	8.9	8.9	92	77.2	18.5	4.4

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	76	71.0
61-90	18	16.8
91-120	6	5.6
› 120	7	6.5
TOTAL	107	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	52.9	22.1	25.0					100
61-90	33.3		13.3	53.3				100
91-120	33.3			16.7	50.0			100
› 120	0.0				16.7	83.3		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 13.3% of schools are at norm (i.e. have 3 teachers), 33.3% are below the norm and 53.3% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	39	41.1
2	18	19.0
3	12	12.6
4	9	9.5
5	7	7.4
6	3	3.2
≥7	7	7.4
TOTAL	95	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	23.1	76.9						100
2	25.0		50.0	25.0					100
3	14.3			14.3	71.4				100
4	0.0				100.0	0.0			100
5	0.0					33.3	66.7		100
6	100.0						0.0	0.0	100
≥7	50.0							50.0	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 14.3% of schools are at norm (i.e. have 3 classrooms), 14.3% are below the norm and 71.4% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	33.6
	Playground	45.5
	Boundary wall	13.8
DRINKING WATER	No facility for drinking water	70.6
	Facility but no drinking water available	5.5
	Drinking water available	23.9
TOILET	No toilet facility	34.9
	Facility but toilet not useable	37.7
	Toilet useable	27.4
GIRLS TOILET	% Schools with no separate provision for girls toilets	64.8
	Of schools with separate girls toilets, % schools where	
	Toilet locked	9.1
	Toilet not useable	10.2
	Toilet useable	15.9
TLM	Teaching learning material in Std 2	40.0
	Teaching learning material in Std 4	26.8
LIBRARY	No library	78.0
	Library but no books being used by children on day of visit	6.4
	Library books being used by children on day of visit	15.6
MDM	Kitchen shed for cooking midday meal	59.4
	Midday meal served in school on day of visit	50.9

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

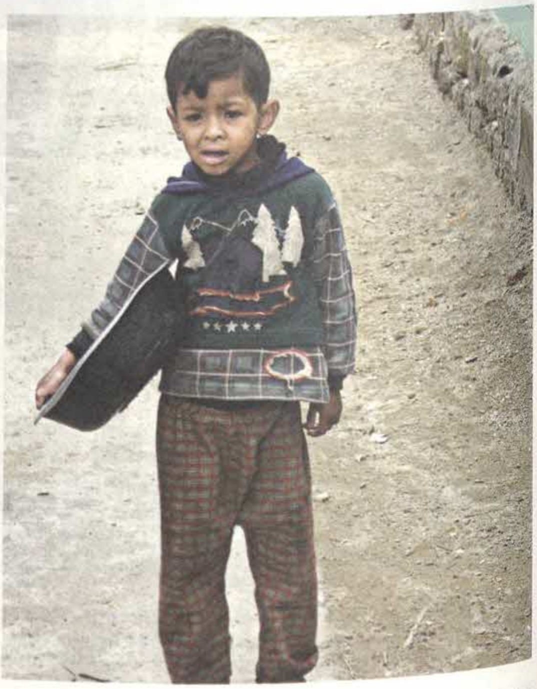
Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:
All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT
shall be provided to each class as required.

LIBRARY
There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



MIZORAM *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 8 DISTRICTS

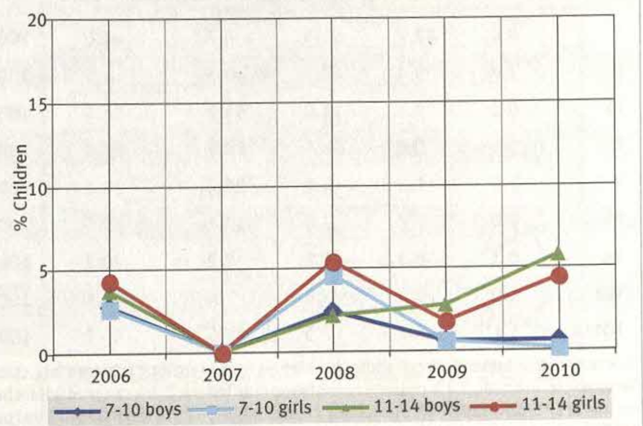
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	84.7	13.0	0.1	2.2	100
Age: 7-16 ALL	80.8	13.4	0.1	5.8	100
Age: 7-10 ALL	89.9	9.7	0.1	0.4	100
Age: 7-10 BOYS	90.4	9.0	0.1	0.6	100
Age: 7-10 GIRLS	89.2	10.6	0.1	0.1	100
Age: 11-14 ALL	76.3	18.5	0.1	5.1	100
Age: 11-14 BOYS	77.2	17.0	0.1	5.7	100
Age: 11-14 GIRLS	75.1	20.5	0.1	4.4	100
Age: 15-16 ALL	61.8	12.5	0.0	25.7	100
Age: 15-16 BOYS	60.5	12.0	0.0	27.6	100
Age: 15-16 GIRLS	63.9	13.2	0.0	22.9	100

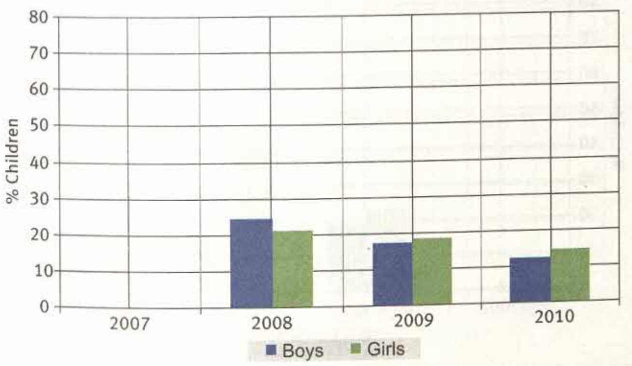
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 4.4% in 2006 to 5.4% in 2008, 1.8% in 2009 and to 4.4% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 11.9% of all boys (age 6-14) were enrolled in private school and 14.3% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	39.8	33.1	15.9	6.9	4.4								100
II	5.0	16.9	36.4	22.4	9.0	7.0	3.4						100
III	2.5	4.1	11.6	30.1	23.6	18.9	4.6	4.8					100
IV	5.8			7.5	21.2	26.9	17.8	10.4	5.6	4.8			100
V	2.8			5.5	6.1	22.0	25.4	16.3	12.1	7.1	2.8		100
VI	5.7					10.5	11.1	22.7	24.0	14.7	8.0	3.3	100
VII	6.1						5.6	20.8	24.6	21.7	10.4	10.8	100
VIII	7.4							11.1	20.0	30.7	14.3	16.5	100

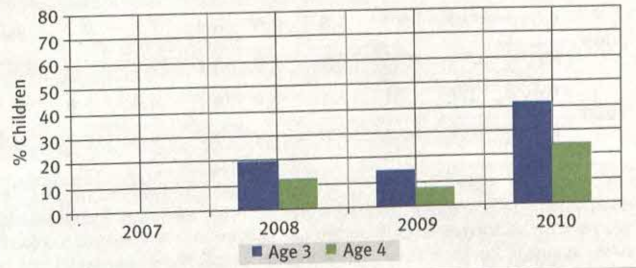
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 30.1% children are 8 years old but there are also 11.6% who are 7, 23.6 % who are 9, 18.9% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	53.3	5.9				40.8	100
Age 4	53.5	22.5				24.0	100
Age 5	9.0	10.1	66.7	8.2	0.1	5.8	100
Age 6	2.0	5.2	81.1	7.1	0.2	4.4	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 94.4% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 40.8% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	8.6	42.7	41.4	5.7	1.6	100
II	1.4	9.4	42.7	42.5	4.0	100
III	0.2	2.5	17.0	52.2	28.1	100
IV	0.0	0.8	4.5	30.7	64.0	100
V	0.1	1.2	4.2	22.4	72.1	100
VI	0.0	0.7	1.8	12.1	85.5	100
VII	0.3	0.3	1.1	8.2	90.2	100
VIII	0.0	0.8	1.3	7.4	90.5	100
TOTAL	1.6	8.7	17.5	26.5	45.7	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0.2% children cannot even read letters, 2.5% can read letters but not more, 17% can read words but not Std 1 text or higher, 52.2% can read Std 1 text but not Std 2 level text, and 28.1% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

Reading Test (SAMPLE 1)

Story

Huanah thingkung lian tak a ding. Mal takin adiing ani Nikhat chu sava a rawn fu a. thingrah chu a hmui chuan ala a. thingkung bulah chuan a thloh ta a. Thing te takte alo to leha thingkung chu a hlim ta em ema.

Para

Kan khua chu khaw lian tak ani.
In tam taka awm.
Dawr te pawh a awm.
Bus a rawn ding thin.

m t z
ch k
o a r
v p

kawp pen
no
hrui chhuk
chabi lukhum
duh
ui nautelem

NOTE: This tool was also available in English.

CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

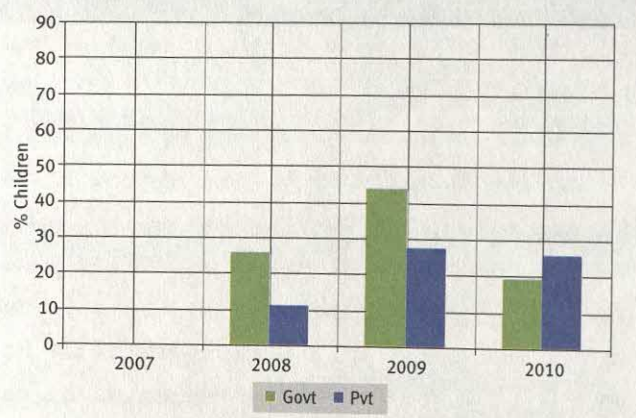
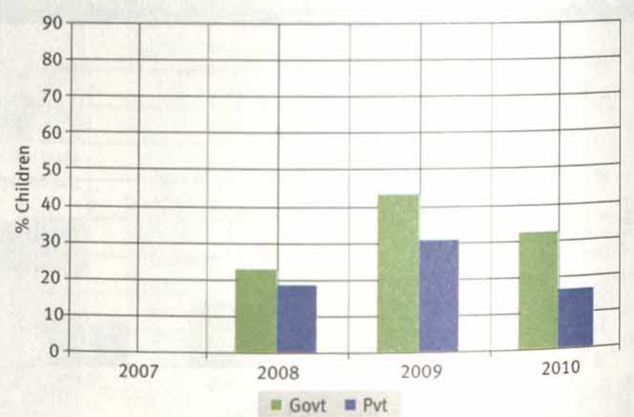


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT								
	PVT								
2009	GOVT	5.3	5.3	5.8	8.9	6.4	7.6	9.7	6.3
	PVT	17.5	23.6	35.9	29.3	33.7	38.0	37.0	24.2
2010	GOVT	1.7	2.1	2.1	3.4	4.3	4.3	5.6	7.4
	PVT	17.1	18.1	13.0	21.9	9.7	4.6	12.7	3.2

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

Arithmetic

Table 6: Class-wise % children by arithmetic level All schools 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	11.1	42.9	39.7	5.2	1.0	100
II	1.8	9.8	46.5	38.5	3.5	100
III	0.4	2.6	22.1	52.9	22.1	100
IV	0.2	1.0	9.9	37.7	51.3	100
V	0.2	1.3	7.2	29.3	62.0	100
VI	0.2	0.6	4.8	18.1	76.3	100
VII	0.3	0.5	2.7	15.2	81.5	100
VIII	0.2	0.3	3.5	10.9	85.1	100
Total	2.1	8.8	20.5	29.3	39.3	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0.4% children cannot even recognize numbers 1-9, 2.6% can recognize numbers up to 10 but not more, 22.1% can recognize numbers upto 100 but cannot do subtraction, 52.9% can do subtraction but not division, and 22.1% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

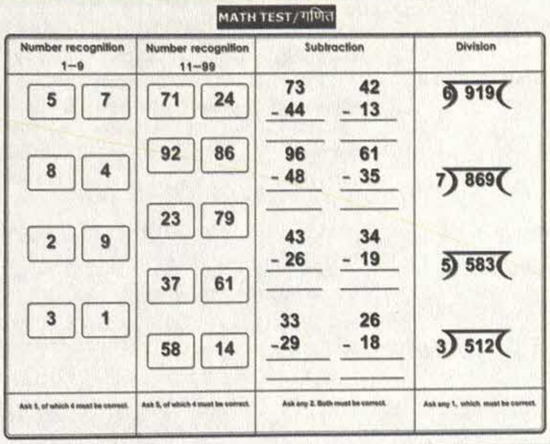


Chart 6: Trends over time % Children in Std III who cannot recognise numbers upto 100 By school type 2007-2010

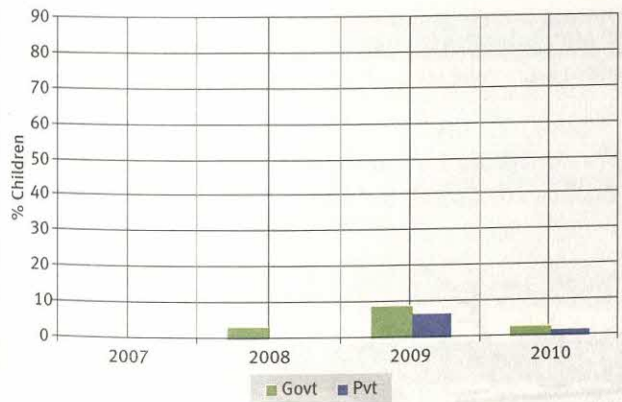
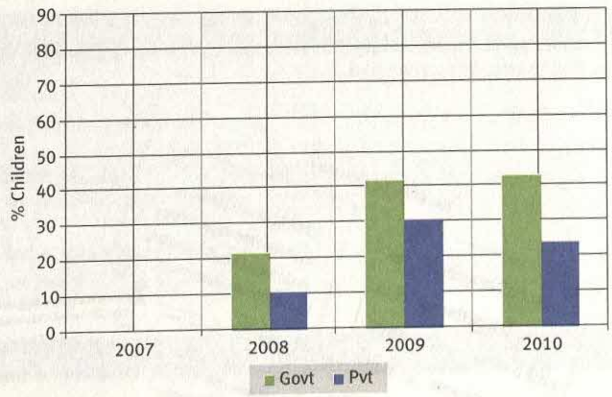


Chart 7: Trends over time % Children in Std V who cannot do division By school type 2007-2010



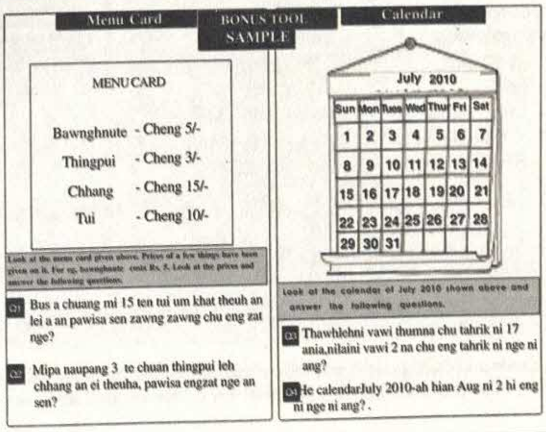
Critical Thinking and Everyday Calculations

Table 7: Classwise % children in Std V-VIII able to answer questions in everyday math. All schools 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	13.1	7.2	79.8	25.5	20.9	53.7	66.8	11.4	21.8	58.5	10.1	31.5
VI	11.3	6.3	82.4	15.4	11.6	73.0	53.1	17.7	29.2	51.2	9.9	38.9
VII	7.4	4.8	87.8	21.3	13.4	65.3	42.4	14.8	42.8	32.9	13.7	53.4
VIII	5.0	5.8	89.2	11.9	12.3	75.8	34.7	12.0	53.4	26.7	8.4	64.9

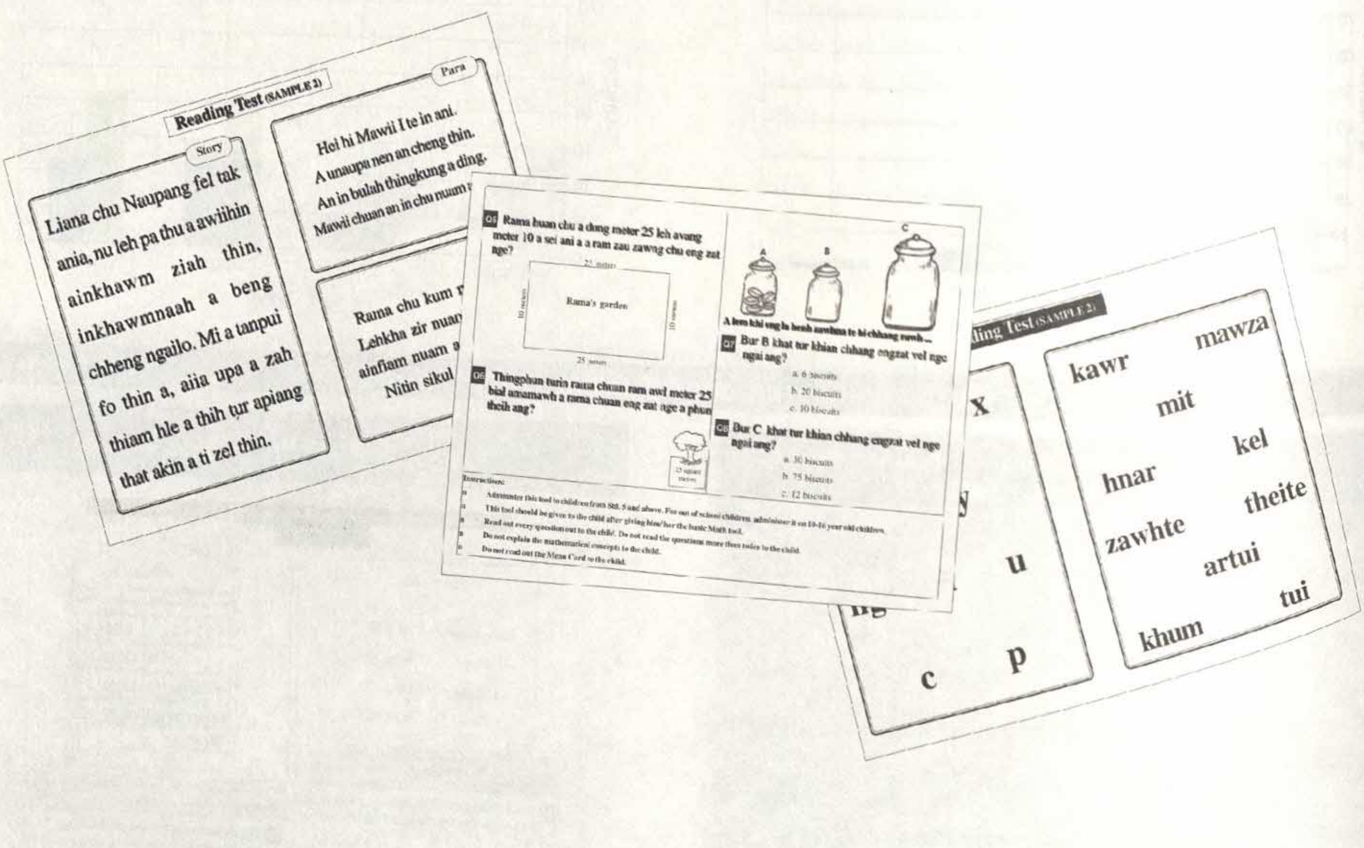
Note: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

Everyday Math Tool



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Aizawl	60.1	7.6	21.9	3.3	99.6	90.9	87.8	77.7	97.0	66.3	20.0	17.8
Champhai	98.0	0.6	21.8	3.1	82.9	83.2	84.5	74.2	54.2	46.3	12.9	36.0
Kolasib	53.8	0.2	29.6	2.1	98.1	97.4	96.8	96.4	94.9	91.4	41.2	81.9
Lawngtlai	47.1	0.1	9.6	16.2	90.5	90.3	90.6	90.4	73.0	53.2	52.9	57.4
Lunglei	81.3	2.2	3.6	8.4	96.9	96.1	82.3	79.0	90.2	70.2	52.2	50.5
Mamit	86.0	0.9	2.7	1.5	98.6	99.6	95.6	90.5	94.7	81.0	36.7	67.4
Saiha	26.4	0.5	1.3	5.0	99.3	99.3	96.4	97.4	87.4	81.3	64.3	74.1
Serchhip	97.1	0.0	27.9	13.5	97.0	100.0	87.3	87.3	94.8	68.2	53.5	58.5
Total	**66.4**	**2.2**	**13.0**	**5.6**	**95.2**	**93.7**	**89.2**	**84.3**	**84.1**	**65.5**	**34.4**	**44.7**



MIZORAM *RURAL*

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

	2007	2009	2010
TYPE OF SCHOOL			
Std I-IV/V : PRIMARY		135	166
Std I-VII/VIII: PRIMARY + UPPER PRIMARY		17	8
TOTAL SCHOOLS VISITED	0	152	174

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)		93.8	94.5		89.5	92.9
% SCHOOLS WITH NO TEACHER PRESENT		0.8	0.0		0.0	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT		78.7	78.1		52.9	66.7

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	0.0	0.0
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	3.5	50.0
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	96.5	50.0
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)		86.0	86.5		85.8	72.7
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT		0.8	2.0		0.0	0.0
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT		82.3	88.2		94.1	50.0

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	92.6	85.7
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	1.8	0.0
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	5.5	14.3
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES		20.9	32.1		37.5	25.0
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES		19.1	30.1		12.5	25.0

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	110	65.5	25.5	9.1	153	92.8	4.6	2.6
DEVELOPMENT GRANT	100	49.0	41.0	10.0	139	78.4	18.7	2.9
TEACHER GRANT (TLM)	109	67.0	25.7	7.3	152	92.8	5.3	2.0

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	127	83.5	12.6	3.9	153	92.8	4.6	2.6
DEVELOPMENT GRANT	110	70.0	25.5	4.6	139	78.4	18.7	2.9
TEACHER GRANT (TLM)	126	75.4	23.0	1.6	152	92.8	5.3	2.0

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

Right to Education Indicators

Table 17: Schools by enrollment 2010

School enrollment	Number of schools	% of schools
1-60	64	39.8
61-90	70	43.5
91-120	17	10.6
› 120	10	6.2
Total	161	100.0

Table 18: Pupil to teacher ratio compared to RTE norms 2010

School enrollment	Number of teachers: 1	2	3	4	5	6	≥7	Total
1-60	5.1	15.3	79.7					100
61-90	4.6		13.9	81.5				100
91-120	50.0			25.0	25.0			100
› 120	12.5				12.5	75.0		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 13.9% of schools are at norm (i.e. have 3 teachers), 4.6% are below the norm and 81.5% are above the norm.

Table 19: Schools by number of teachers 2010

Number of teachers	Number of schools	% of schools
1	4	2.7
2	13	8.8
3	40	27.0
4	37	25.0
5	20	13.5
6	7	4.7
≥7	27	18.2
Total	148	100.0

Table 20: Teacher to classroom ratio compared to RTE norms 2010

Number of Teachers	Number of classrooms: 0	1	2	3	4	5	6	≥7	Total
1	0.0	0.0	100.0						100
2	0.0		0.0	100.0					100
3	7.7			7.7	84.6				100
4	5.9				94.1	0.0			100
5	100.0					0.0	0.0		100
6	100.0						0.0	0.0	100
≥7	88.2							11.8	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 7.7% of schools are at norm (i.e. have 3 classrooms), 7.7% are below the norm and 84.6% are above the norm.

Table 21: Facilities compared to RTE norms 2010

% of schools with		
Building	Office/Store/Office cum store	80.1
	Playground	40.7
	Boundary wall	35.5
Drinking water	No facility for drinking water	47.3
	Facility but no drinking water available	4.1
	Drinking water available	48.5
Toilet	No toilet facility	7.1
	Facility but toilet not useable	36.7
	Toilet useable	56.2
Girls toilet	% Schools with no separate provision for girls toilets	43.4
	Of schools with separate girls toilets, % schools where	
	Toilet locked	15.1
	Toilet not useable	10.7
	Toilet useable	30.8
TLM	Teaching learning material in Std 2	40.2
	Teaching learning material in Std 4	36.0
Library	No library	93.6
	Library but no books being used by children on day of visit	4.7
	Library books being used by children on day of visit	1.7
MDM	Kitchen shed for cooking midday meal	96.5
	Midday meal served in school on day of visit	94.4

Note: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

NAGALAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 11 OUT OF 11 DISTRICTS

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

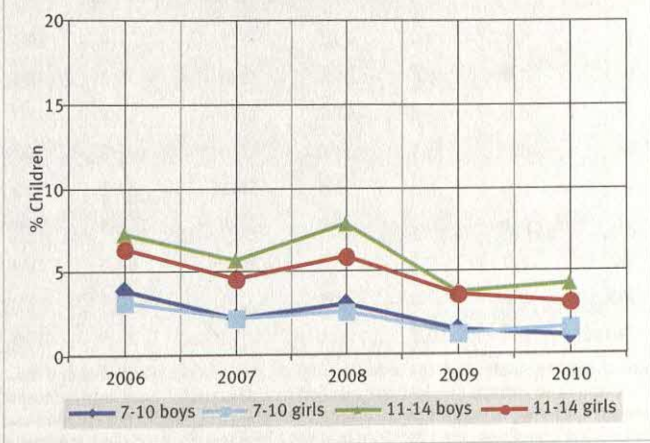
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	61.7	36.1	0.1	2.2	100
Age: 7-16 ALL	60.5	35.5	0.1	4.0	100
Age: 7-10 ALL	62.8	35.8	0.1	1.3	100
Age: 7-10 BOYS	63.5	35.3	0.1	1.1	100
Age: 7-10 GIRLS	61.9	36.4	0.1	1.6	100
Age: 11-14 ALL	61.0	35.4	0.0	3.7	100
Age: 11-14 BOYS	60.8	35.0	0.0	4.2	100
Age: 11-14 GIRLS	61.1	35.7	0.0	3.2	100
Age: 15-16 ALL	52.1	34.8	0.0	13.2	100
Age: 15-16 BOYS	55.3	32.0	0.0	12.6	100
Age: 15-16 GIRLS	48.2	38.0	0.0	13.8	100

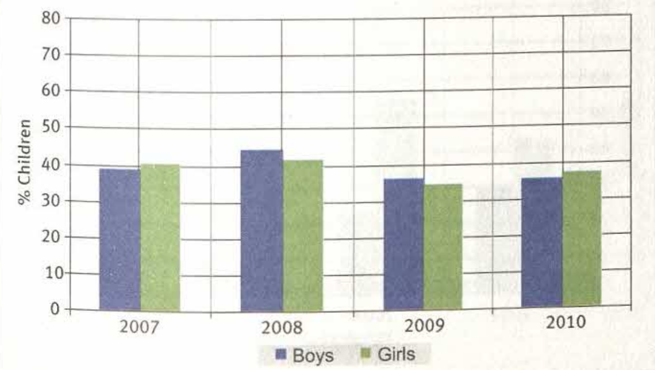
NOTE: 'Other' includes children going to madarssa and EGS.
'Not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 6.4% in 2006 to 4.5% in 2007 to 5.8% in 2008, 3.7% in 2009 and to 3.2% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 35.5% of all boys (age 6-14) were enrolled in private school and 36.7% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	9.5	42.4	33.3	8.8	6.0								100
II	1.4	10.1	33.7	29.5	12.4	6.8	6.1						100
III	1.5		7.3	31.2	24.3	18.0	9.8	6.1	1.9				100
IV	1.7			9.1	21.8	31.5	12.9	12.4	7.2	3.6			100
V	2.0				5.7	32.1	21.1	18.1	12.1	6.1	2.9		100
VI	3.3					9.7	16.0	29.3	17.2	19.1	5.5		100
VII	2.0						3.8	23.0	27.7	25.1	11.9	6.5	100
VIII	2.1							5.2	23.2	30.3	17.5	21.8	100

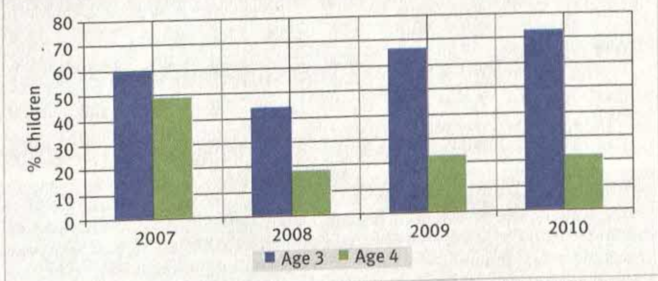
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 31.2% children are 8 years old but there are also 7.3% who are 7, 24.3% who are 9, 18% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	16.1	11.4				72.5	100
Age 4	7.8	70.1				22.1	100
Age 5	1.1	12.9	50.3	31.1	0.0	4.6	100
Age 6	0.0	2.1	57.6	38.9	0.0	1.4	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 65.2% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 72.5% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	3.6	39.9	45.7	9.5	1.4	100
II	0.8	21.0	51.9	22.5	3.7	100
III	0.6	6.5	41.7	38.5	12.8	100
IV	0.5	2.5	23.0	41.3	32.8	100
V	0.0	1.3	13.0	32.2	53.5	100
VI	0.1	0.6	4.8	32.4	62.1	100
VII	0.0	0.6	2.5	28.1	68.8	100
VIII	0.0	0.5	1.5	5.6	92.4	100
TOTAL	0.8	10.1	26.1	27.2	35.9	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0.6% children cannot even read letters, 6.5% can read letters but not more, 41.7% can read words but not Std 1 text or higher, 38.5% can read Std 1 text but not Std 2 level text, and 12.8% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

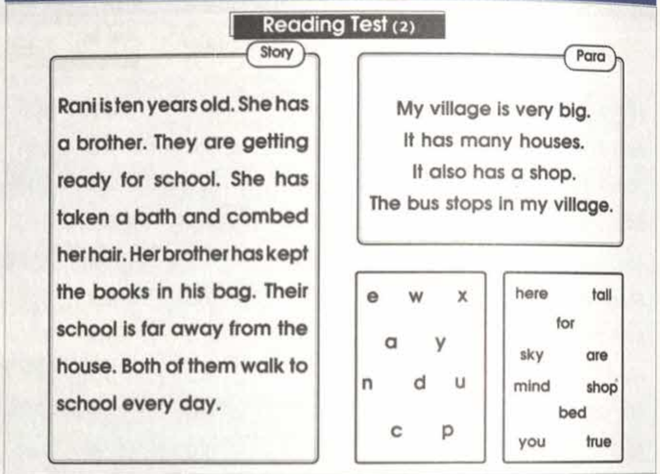


CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

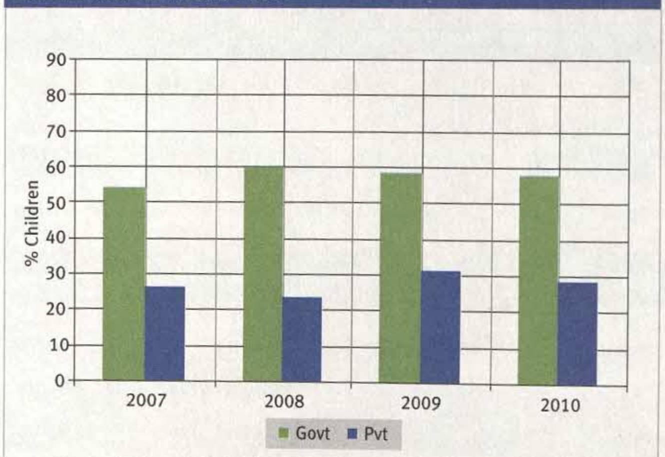
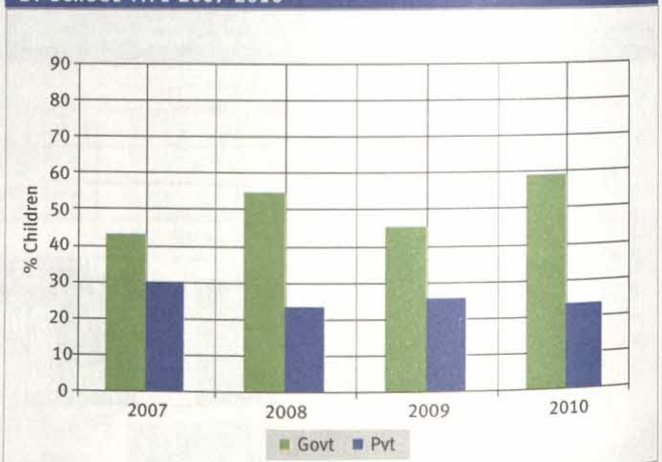


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	15.4	14.6	19.1	19.6	27.1	12.7	16.3	23.7
	PVT	28.5	34.3	40.2	40.1	38.5	49.9	48.5	57.7
2009	GOVT	12.9	10.8	9.3	8.4	14.6	13.2	14.8	21.7
	PVT	36.4	36.8	41.1	40.0	40.8	45.9	52.1	54.5
2010	GOVT	7.6	7.2	7.1	8.7	7.8	5.8	6.8	10.3
	PVT	26.5	31.9	34.7	32.2	32.2	30.0	40.0	39.8

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

NAGALAND *RURAL*

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	2.8	30.3	58.7	7.4	0.8	100
II	1.2	11.9	63.4	21.8	1.8	100
III	0.8	5.3	48.7	38.8	6.5	100
IV	0.6	2.7	24.1	54.2	18.4	100
V	0.2	0.9	18.6	44.5	35.7	100
VI	0.0	0.8	9.6	43.5	46.1	100
VII	0.1	0.8	5.4	37.1	56.6	100
VIII	0.2	0.7	2.3	15.2	81.7	100
TOTAL	0.8	7.3	32.3	33.2	26.4	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0.8% children cannot even recognize numbers 1-9, 5.3% can recognize numbers up to 10 but not more, 48.7% can recognize numbers upto 100 but cannot do subtraction, 38.8% can do subtraction but not division, and 6.5% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

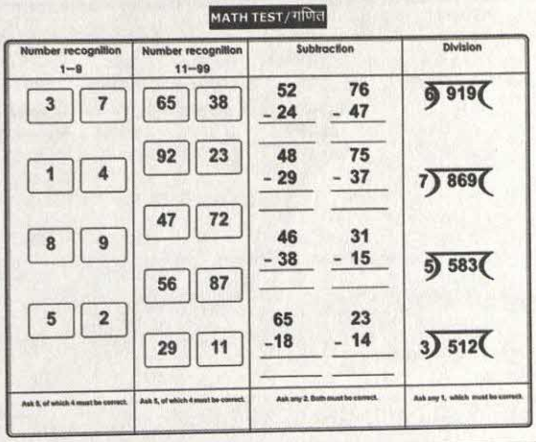


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

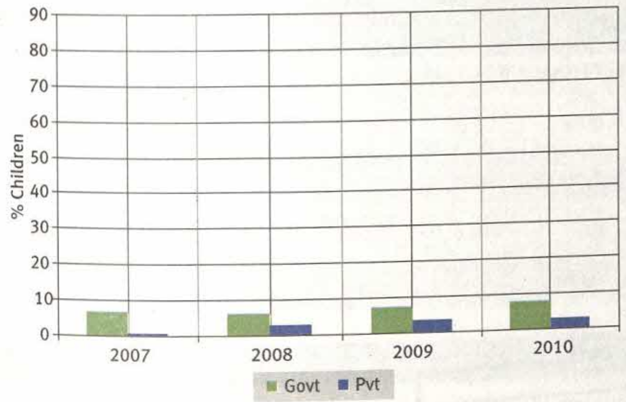
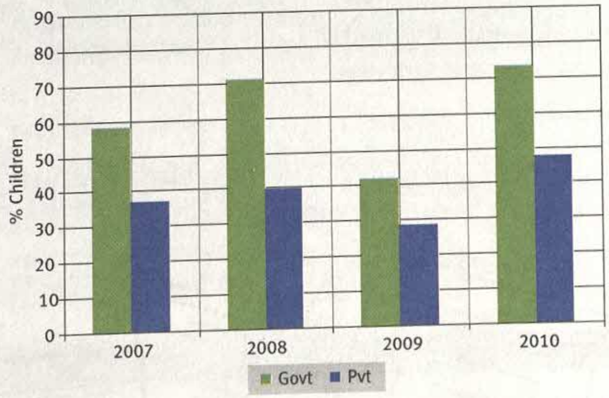


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



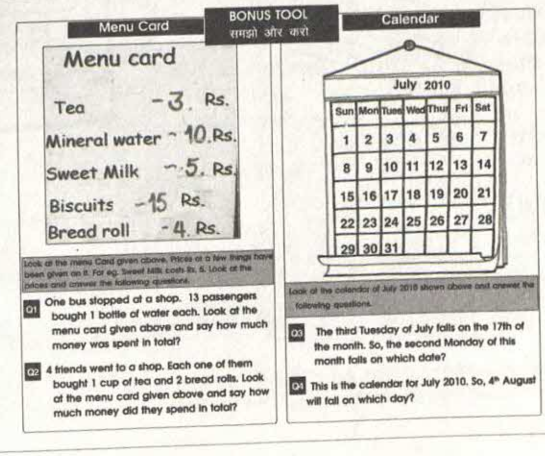
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu			Calendar			Area			Estimation		
	Neither	One	Both	Neither	One	Both	Neither	One	Both	Neither	One	Both
V	34.4	15.5	50.1	51.6	16.5	32.0	82.3	11.8	5.9	56.6	10.6	32.8
VI	21.9	15.2	62.9	46.7	14.0	39.3	76.4	12.1	11.6	39.1	13.0	47.9
VII	15.1	14.4	70.5	40.5	12.1	47.5	70.6	12.9	16.6	32.4	12.7	54.9
VIII	11.7	16.2	72.2	32.7	13.0	54.3	58.4	19.0	22.6	29.3	14.1	56.6

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL

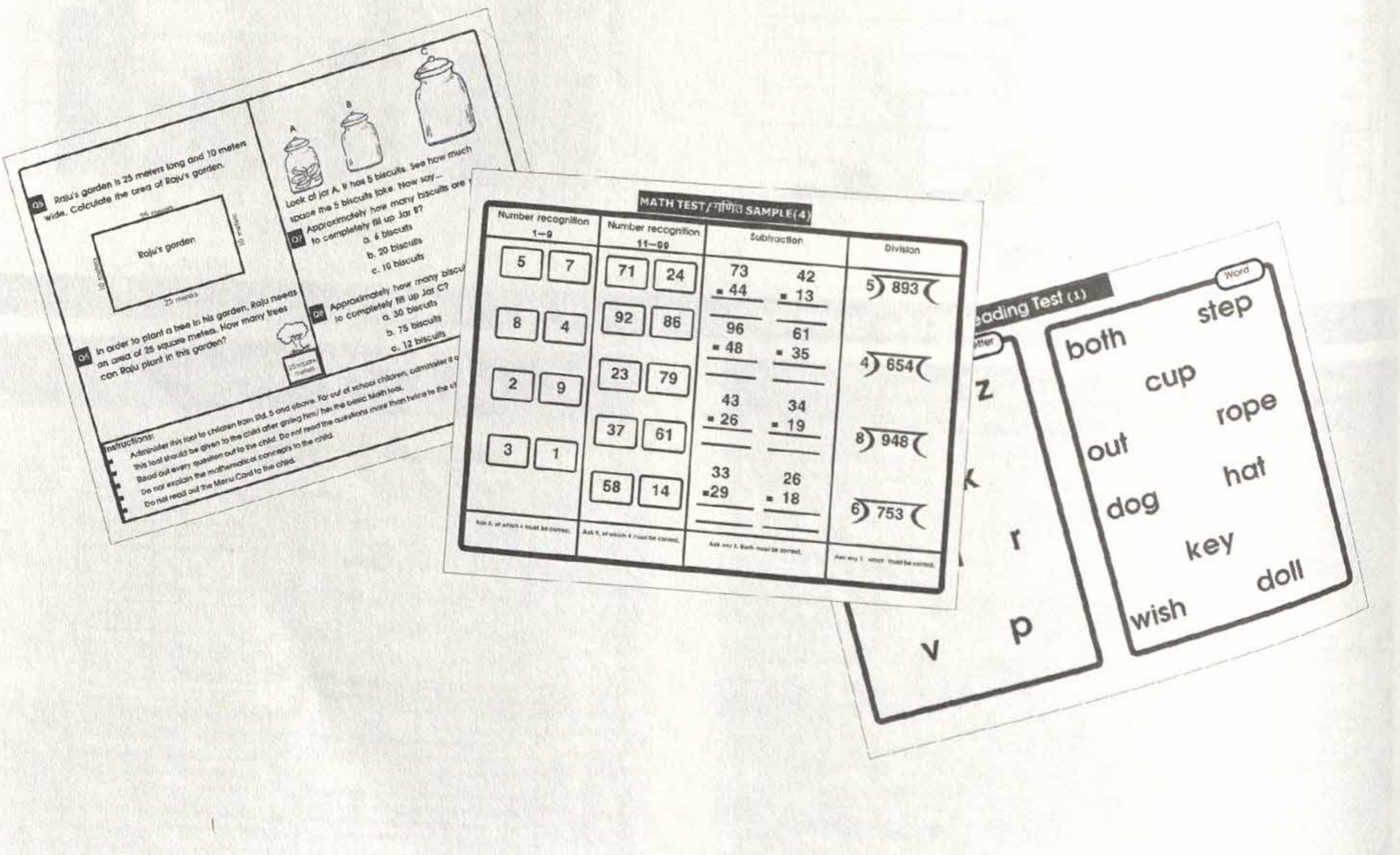


NAGALAND *RURAL*

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Dimapur	67.8	1.4	52.3	38.4	99.5	99.5	83.4	80.5	62.7	79.9	25.9	70.0
Kiphire *		1.4	34.1	27.4	99.1	99.0	44.9	60.2	36.2	34.0	29.6	29.2
Kohima	33.8	6.4	56.6	11.0	99.5	100.0	64.0	17.8	7.3	54.6	0.8	40.1
Longleng	53.9	4.9	48.9	31.1	99.1	98.6	58.4	59.0	75.1	61.7	37.6	33.1
Mokokchung	70.7	1.4	32.6	28.1	100.0	99.6	84.2	68.1	42.2	10.3	4.9	3.5
Mon	41.3	2.8	10.2	3.2	100.0	100.0	44.6	46.4	84.4	5.9	5.8	81.8
Peren	68.4	2.0	55.0	18.8	99.7	99.3	91.6	91.3	34.0	29.8	9.1	25.8
Phek	57.5	1.5	39.9	15.6	95.7	97.7	57.9	73.0	65.7	68.5	31.0	33.9
Tuensang *		1.6	25.5	23.1	93.2	91.7	73.1	62.4				
Wokha	43.8	1.2	47.1	10.0	96.5	98.5	85.9	76.7	77.1	48.2	31.9	28.7
Zunheboto	18.1	1.7	29.5	13.7	100.0	99.2	91.0	95.5	99.3	75.8	8.8	54.3
Total	**52.8**	**2.2**	**36.1**	**17.9**	**97.9**	**98.1**	**69.4**	**65.3**	**63.6**	**43.0**	**14.0**	**47.6**

* Blank cells indicate insufficient data.



NAGALAND *RURAL*

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

	2007	2009	2010
Type of school			
Std I-IV/V : Primary	213	215	202
Std I-VII/VIII: Primary + Upper Primary	23	27	21
Total schools visited	236	242	223

Table 10: Teacher attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	91.6	89.2	87.2	93.0	80.0	86.3
% Schools with no teacher present	0.5	0.0	0.0	0.0	0.0	0.0
% Schools with all teachers present	64.7	56.1	49.7	45.5	51.9	27.8

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	0.0	0.0
Headteacher appointed but not present on day of visit	10.3	0.0
Headteacher appointed & present on day of visit	89.7	100.0
Total	100.0	100.0

Table 12: Student attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	85.0	84.4	81.9	79.9	87.3	83.0
% Schools with less than 50% enrolled children present	3.0	1.9	3.1	13.6	0.0	0.0
% Schools with 75% or more enrolled children present	83.5	80.2	74.4	81.8	85.2	68.4

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	90.4	35.0
Computers but no children using them at time of visit	8.6	35.0
Computers and children using them at time of visit	1.0	30.0
Total	100.0	100.0

Table 14: Multigrade classes

	2007	2009	2010	2007	2009	2010
% Schools in which	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	3.4	16.0	18.7	4.8	11.1	28.6
Std IV children sitting with one or more other classes	2.9	13.6	17.5	4.6	12.0	28.6

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	196	79.1	18.4	2.6	192	94.3	0.5	5.2
Development grant	185	76.8	20.5	2.7	189	92.6	1.6	5.8
Teacher grant (TLM)	190	84.7	14.7	0.5	189	94.2	1.6	4.2

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	190	97.9	2.1	0.0	192	94.3	0.5	5.2
Development grant	181	89.5	10.5	0.0	189	92.6	1.6	5.8
Teacher grant (TLM)	192	99.0	1.0	0.0	189	94.2	1.6	4.2

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

NAGALAND *RURAL*

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	98	45.8
61-90	51	23.8
91-120	25	11.7
› 120	40	18.7
TOTAL	214	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	1.1	9.9			89.0			100
61-90	6.3		8.3		85.4			100
91-120		9.1		4.6		86.4		100
› 120		18.4			15.8	65.8		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 8.3% of schools are at norm (i.e. have 3 teachers), 6.3% are below the norm and 85.4% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	2	1.0
2	13	6.6
3	11	5.6
4	42	21.2
5	54	27.3
6	30	15.2
≥7	46	23.2
TOTAL	198	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	0.0			100.0				100
2	0.0		0.0			100.0			100
3		14.3		14.3		71.4			100
4			0.0		60.9		39.1		100
5			19.1			19.1	61.9		100
6			37.5				31.3	31.3	100
≥7				42.3				57.7	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 14.3% of schools are at norm (i.e. have 3 classrooms), 14.3% are below the norm and 71.4% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	83.6
	Playground	63.8
	Boundary wall	43.3
DRINKING WATER	No facility for drinking water	56.9
	Facility but no drinking water available	6.0
	Drinking water available	37.0
TOILET	No toilet facility	13.8
	Facility but toilet not useable	30.0
	Toilet useable	56.2
GIRLS TOILET	% Schools with no separate provision for girls toilets	47.8
	Of schools with separate girls toilets, % schools where	
	Toilet locked	9.4
	Toilet not useable	11.7
	Toilet useable	31.1
TLM	Teaching learning material in Std 2	48.3
	Teaching learning material in Std 4	43.5
LIBRARY	No library	86.7
	Library but no books being used by children on day of visit	4.1
	Library books being used by children on day of visit	9.2
MDM	Kitchen shed for cooking midday meal	81.9
	Midday meal served in school on day of visit	30.7

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

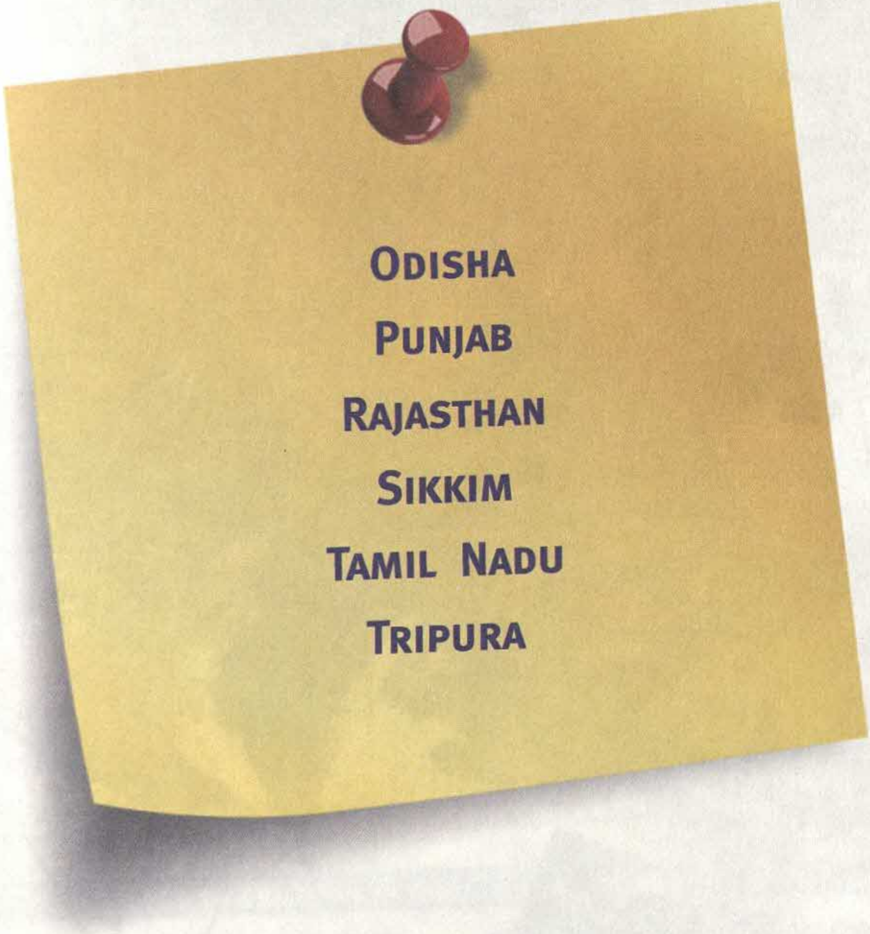
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.


ODISHA
PUNJAB
RAJASTHAN
SIKKIM
TAMIL NADU
TRIPURA

ODISHA *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 30 DISTRICTS

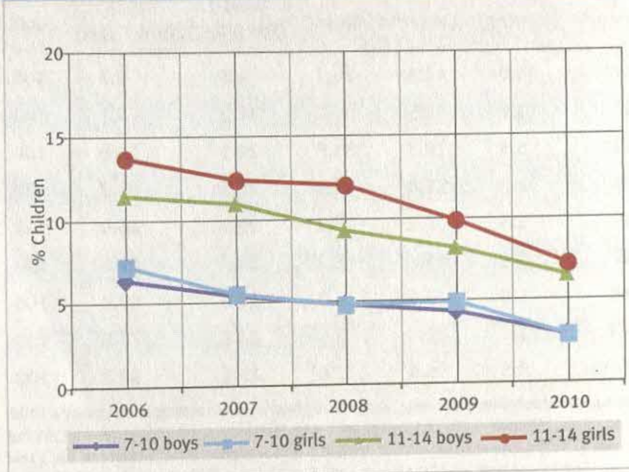
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	89.9	5.4	0.3	4.5	100
AGE: 7-16 ALL	86.0	5.8	0.3	7.9	100
AGE: 7-10 ALL	91.8	4.9	0.5	2.9	100
AGE: 7-10 BOYS	91.7	4.9	0.5	2.8	100
AGE: 7-10 GIRLS	91.9	4.8	0.4	2.9	100
AGE: 11-14 ALL	87.8	5.3	0.1	6.8	100
AGE: 11-14 BOYS	87.9	5.5	0.1	6.4	100
AGE: 11-14 GIRLS	87.6	5.1	0.2	7.2	100
AGE: 15-16 ALL	66.1	9.5	0.1	24.4	100
AGE: 15-16 BOYS	66.1	8.8	0.0	25.1	100
AGE: 15-16 GIRLS	66.1	10.3	0.1	23.5	100

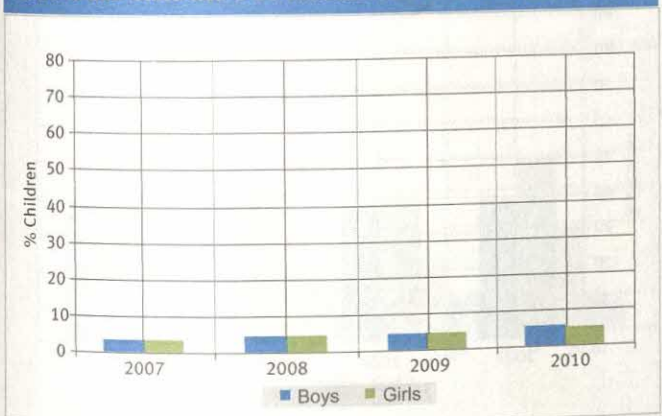
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 13.7% in 2006 to 12.4% in 2007 to 12% in 2008, 9.9% in 2009 and to 7.2% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 5.6% of all boys (age 6-14) were enrolled in private school and 5.1% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>40.7</td><td>41.6</td><td>11.4</td><td colspan="9">6.3</td><td>100</td></tr>
<tr><td>II</td><td>3.4</td><td>14.7</td><td>57.7</td><td>17.4</td><td colspan="8">6.8</td><td>100</td></tr>
<tr><td>III</td><td colspan="2">2.0</td><td>12.0</td><td>66.1</td><td>12.0</td><td>4.3</td><td colspan="6">3.5</td><td>100</td></tr>
<tr><td>IV</td><td colspan="3">3.6</td><td>13.8</td><td>59.3</td><td>19.0</td><td colspan="6">4.3</td><td>100</td></tr>
<tr><td>V</td><td colspan="4">3.8</td><td>8.0</td><td>65.0</td><td>13.5</td><td>6.1</td><td colspan="4">3.7</td><td>100</td></tr>
<tr><td>VI</td><td colspan="5">2.8</td><td>10.8</td><td>55.5</td><td>23.7</td><td>3.5</td><td colspan="3">3.8</td><td>100</td></tr>
<tr><td>VII</td><td colspan="6">4.2</td><td>7.4</td><td>65.4</td><td>14.2</td><td>5.3</td><td colspan="2">3.5</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="7">5.4</td><td>13.5</td><td>57.3</td><td>17.5</td><td>4.8</td><td>1.4</td><td>100</td></tr>
</table>

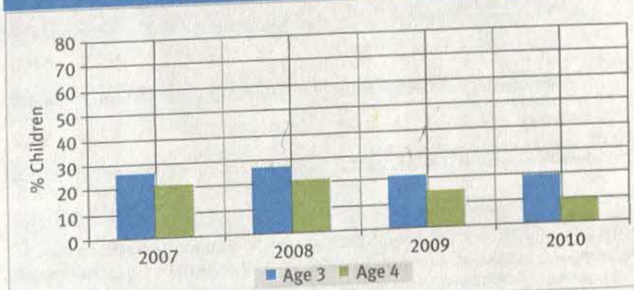
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 66.1% children are 8 years old but there are also 12% who are 7, 12% who are 9, 4.3% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	77.0	3.6				19.4	100
AGE 4	83.6	6.7				9.7	100
AGE 5	29.0	3.1	54.9	7.1	0.5	5.5	100
AGE 6	5.8	2.3	81.1	7.4	0.2	3.3	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 90.4% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 19.4% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	33.0	42.5	16.3	4.5	3.7	100
II	13.2	32.5	33.0	12.2	9.1	100
III	5.3	18.3	31.8	24.1	20.6	100
IV	2.8	11.4	23.3	27.3	35.2	100
V	2.3	7.2	15.2	29.3	46.0	100
VI	1.1	5.8	8.2	23.2	61.7	100
VII	1.8	3.6	6.8	18.6	69.2	100
VIII	1.1	2.7	3.6	14.8	77.8	100
TOTAL	8.3	16.4	17.8	19.2	38.3	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 5.3% children cannot even read letters, 18.3% can read letters but not more, 31.8% can read words but not Std 1 text or higher, 24.1% can read Std 1 text but not Std 2 level text, and 20.6% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

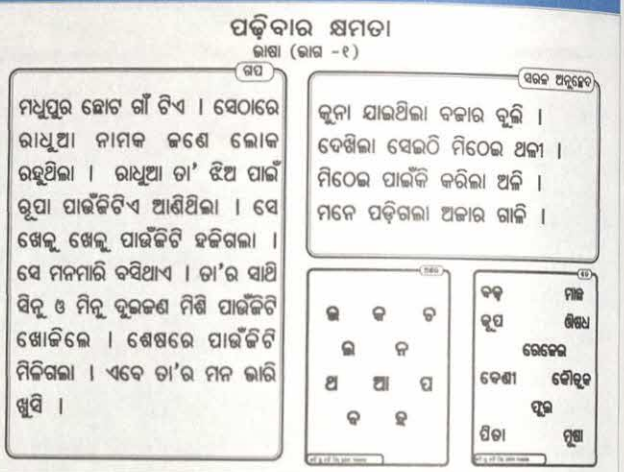


CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

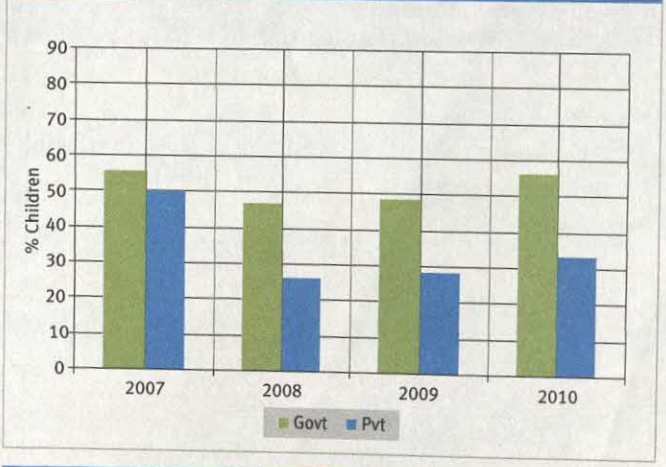
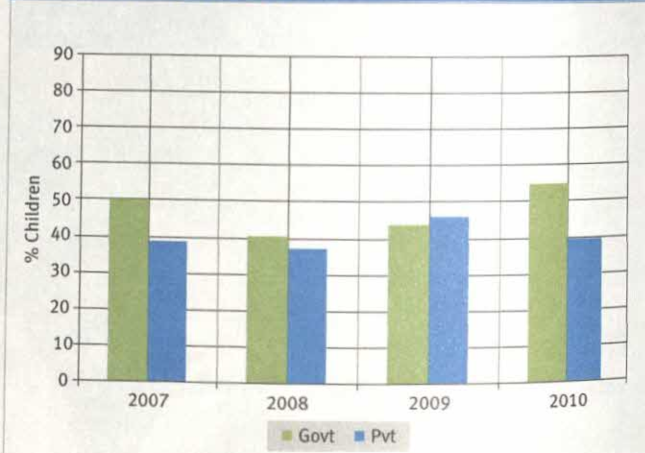


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	32.9	45.5	43.7	50.3	50.8	51.5	51.0	52.1
	PVT	57.0	60.8	40.1	52.6	62.3	42.3	55.3	36.8
2009	GOVT	35.6	44.5	51.6	50.2	52.2	55.3	55.8	56.0
	PVT	64.9	68.7	81.9	67.9	81.2	66.1	68.1	60.9
2010	GOVT	36.2	41.2	49.1	48.8	49.9	54.7	52.0	55.2
	PVT	54.4	65.7	81.1	68.7	78.3	72.9	67.5	48.4

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	38.8	38.6	17.5	3.8	1.4	100
II	15.2	37.8	31.1	12.5	3.4	100
III	5.8	22.3	35.1	28.3	8.5	100
IV	3.1	14.6	30.2	34.5	17.7	100
V	2.4	9.2	22.8	33.5	32.2	100
VI	1.5	6.4	13.5	33.8	44.8	100
VII	2.0	4.6	12.8	29.5	51.1	100
VIII	1.0	3.2	9.2	22.3	64.4	100
TOTAL	9.5	17.9	22.0	24.4	26.2	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 5.8% children cannot even recognize numbers 1-9, 22.3% can recognize numbers up to 10 but not more, 35.1% can recognize numbers upto 100 but cannot do subtraction, 28.3% can do subtraction but not division, and 8.5% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

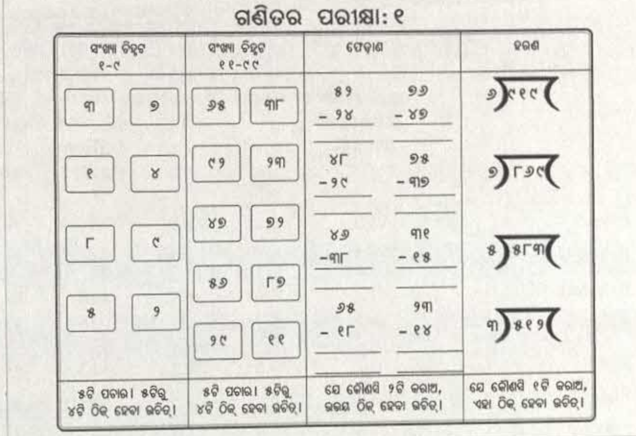


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

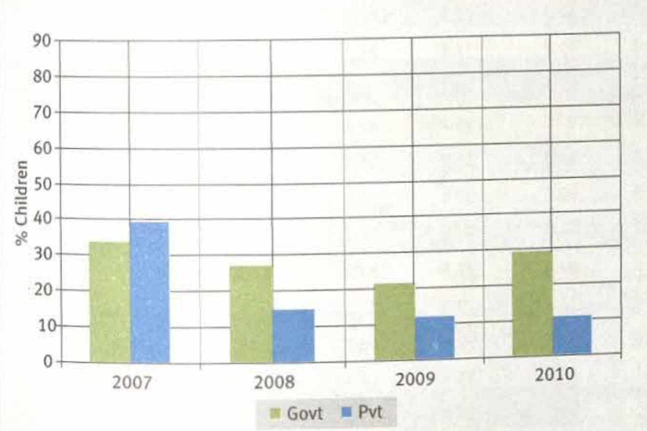
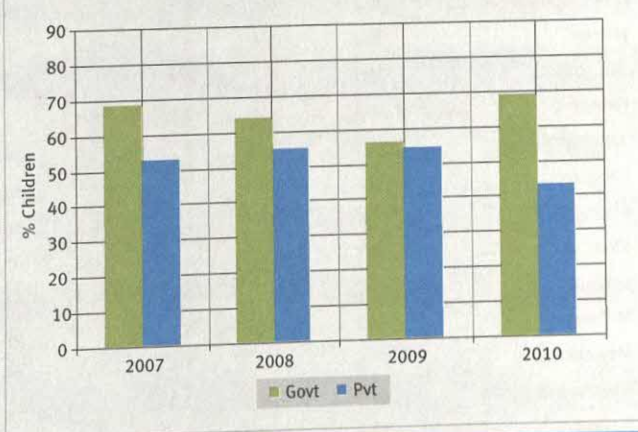


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



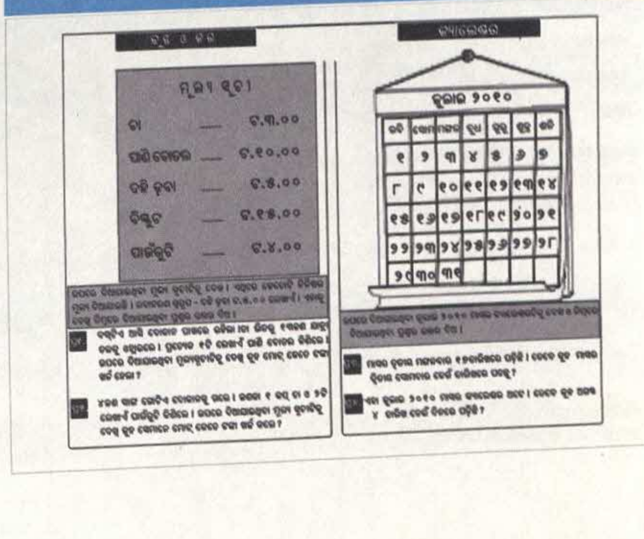
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	34.3	11.9	53.8	46.9	15.6	37.6	69.7	10.1	20.2	62.8	9.9	27.4
VI	25.6	12.7	61.7	37.3	15.0	47.8	59.5	11.6	29.0	54.5	10.8	34.7
VII	20.2	13.2	66.6	31.1	13.7	55.2	53.0	12.9	34.0	49.1	11.7	39.2
VIII	16.4	10.9	72.6	24.3	13.7	62.0	45.7	12.6	41.8	41.8	11.4	46.8

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly	% Children answering both questions correctly	% Children answering both questions correctly	% Children answering both questions correctly
									Menu	Calendar	Area	Estimation
Anugul	93.3	2.1	6.6	32.3	74.1	79.5	64.9	53.6	76.2	57.8	22.0	33.5
Balangir	60.0	1.5	4.3	25.5	44.6	40.0	53.0	36.6	50.2	52.1	22.4	27.0
Baleshwar	81.7	1.6	6.9	82.4	89.2	80.3	65.5	65.5	87.8	47.7	19.7	8.2
Bargarh	97.5	0.6	12.0	33.2	83.1	78.2	57.6	46.5	60.0	49.5	41.0	49.5
Boudh	83.2	3.6	2.1	32.3	68.7	70.9	56.7	38.7	37.1	24.7	7.5	13.4
Bhadrak	94.3	0.3	3.3	82.1	95.7	95.0	86.1	82.6	91.2	52.3	29.0	24.2
Cuttack	85.2	2.7	9.3	73.9	94.2	92.1	76.4	67.5	82.9	61.3	34.8	40.2
Deogarh*		1.6	3.3	35.1	86.0	84.7	66.1	63.6	34.3	24.4	16.7	21.5
Dhenkanal	88.5	1.7	1.9	36.3	91.0	86.6	70.9	48.3	36.6	29.7	22.2	28.8
Gajapati	97.8	6.2	5.3	45.3	66.3	63.5	60.6	54.9	63.5	60.6	47.5	43.3
Ganjam	90.4	8.7	3.8	75.5	71.2	67.5	57.9	49.8	60.6	57.5	48.3	49.1
Jagatsinghapur	90.1	0.6	6.4	72.9	95.2	87.3	82.3	72.9	89.2	73.1	26.0	39.2
Jajapur	98.2	0.4	5.7	65.2	87.1	85.0	79.7	71.1	76.2	61.5	53.1	53.7
Jharsuguda	99.3	2.2	4.4	19.4	83.3	82.2	69.9	59.2	71.4	69.5	58.9	59.6
Kalahandi	79.7	6.9	2.9	38.5	77.7	65.2	43.0	35.7	42.4	32.4	14.1	20.4
Kandhamal	100.0	8.9	0.7	4.6	60.0	54.9	44.5	31.9	36.8	37.2	28.7	26.7
Kendrapara	72.7	2.7	3.8	69.5	85.1	75.9	60.3	57.6	50.0	40.6	28.6	31.7
Kendujhar	81.0	2.7	6.7	36.5	56.6	53.3	54.9	42.6	66.1	44.8	21.5	21.7
Khordha	87.5	0.3	8.0	76.6	92.1	90.5	83.4	77.5	73.9	63.1	41.3	38.6
Koraput *	70.2	16.7	4.2	34.9	47.8	50.9	37.2	29.5				
Malkangiri	81.2	5.8	5.3	24.9	69.8	57.0	65.0	52.1	60.7	44.3	27.3	38.5
Mayurbhanj	93.5	7.5	1.6	31.0	64.0	57.1	50.0	31.4	44.32	35.84	26.16	38.51
Nabarangapur	69.9	17.2	3.2	20.1	67.7	63.3	39.3	29.9	63.1	46.2	17.5	41.7
Nayagarh	81.6	4.4	8.5	61.7	72.7	69.7	63.6	55.1	64.5	46.7	20.7	34.0
Nuapada	96.6	4.9	3.9	22.7	61.4	55.3	44.5	37.5	60.4	54.4	44.9	45.6
Puri	87.6	1.6	5.4	72.1	90.4	84.3	81.9	70.5	66.7	49.2	28.7	70.5
Rayagada	87.9	6.6	4.0	39.3	57.3	55.3	54.8	55.7	64.3	44.8	32.0	32.3
Sambalpur	97.3	4.1	8.6	37.0	81.8	84.0	57.0	37.0	39.2	39.4	6.3	41.1
Sonapur	88.1	0.6	1.0	41.7	80.2	79.7	51.5	43.1	57.7	51.3	32.5	37.0
Sundargarh	69.2	3.6	11.7	38.4	71.4	70.0	44.0	35.7	47.7	57.7	21.7	38.8
Total	**85.2**	**4.5**	**5.4**	**52.5**	**76.1**	**71.9**	**61.4**	**52.1**	**63.2**	**50.0**	**30.7**	**36.5**

* Blank cells indicate insufficient data.

ODISHA *RURAL*

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

TYPE OF SCHOOL	2007	2009	2010
Std I-IV/V : PRIMARY	406	403	383
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	306	344	358
TOTAL SCHOOLS VISITED	712	747	741

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	91.1	92.3	89.1	87.2	90.4	83.8
% SCHOOLS WITH NO TEACHER PRESENT	0.4	0.0	1.3	0.0	0.4	0.7
% SCHOOLS WITH ALL TEACHERS PRESENT	77.9	80.1	74.3	62.3	71.1	56.0

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	5.8	8.1
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	6.2	10.8
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	88.0	81.2
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	72.4	74.1	71.9	70.1	73.0	72.3
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	12.9	8.3	11.9	13.2	9.1	9.6
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	51.6	54.8	51.5	44.7	50.5	51.4

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	97.5	88.0
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	1.7	3.8
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	0.8	8.2
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	72.1	70.8	77.0	65.1	71.9	69.4
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	59.1	64.9	66.8	48.8	62.4	58.1

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	282	49.7	30.5	19.9	339	85.6	5.0	9.4
DEVELOPMENT GRANT	278	56.5	25.9	17.6	307	86.3	4.2	9.5
TEACHER GRANT (TLM)	280	75.4	12.9	11.8	322	91.9	2.8	5.3

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	335	61.2	23.0	15.8	339	85.6	5.0	9.4
DEVELOPMENT GRANT	334	67.4	17.1	15.6	307	86.3	4.2	9.5
TEACHER GRANT (TLM)	334	84.7	6.3	9.0	322	91.9	2.8	5.3

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	155	21.4
61-90	120	16.6
91-120	111	15.3
› 120	339	46.8
TOTAL	725	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							Total
	1	2	3	4	5	6	≥7	
1-60	60.4	30.2			9.4			100
61-90	73.3		19.8		7.0			100
91-120		79.8		14.6		5.6		100
› 120			59.2		14.9	26.0		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 19.8% of schools are at norm (i.e. have 3 teachers), 73.3% are below the norm and 7% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	121	22.6
2	131	24.4
3	93	17.4
4	75	14.0
5	45	8.4
6	37	6.9
≥7	34	6.3
TOTAL	536	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								Total
	0	1	2	3	4	5	6	≥7	
1	9.2	13.9			76.9				100
2	25.0		29.7			45.3			100
3		32.0		20.0		48.0			100
4		29.4			17.7		52.9		100
5			38.9			22.2	38.9		100
6			40.0				25.0	35.0	100
≥7				38.9				61.1	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 20% of schools are at norm (i.e. have 3 classrooms), 32% are below the norm and 48% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	74.6
	Playground	44.5
	Boundary wall	40.7
DRINKING WATER	No facility for drinking water	15.2
	Facility but no drinking water available	14.5
	Drinking water available	70.3
TOILET	No toilet facility	15.5
	Facility but toilet not useable	33.6
	Toilet useable	50.9
GIRLS TOILET	% Schools with no separate provision for girls toilets	30.3
	Of schools with separate girls toilets, % schools where	
	Toilet locked	20.0
	Toilet not useable	10.3
	Toilet useable	39.4
TLM	Teaching learning material in Std 2	81.3
	Teaching learning material in Std 4	76.9
LIBRARY	No library	34.7
	Library but no books being used by children on day of visit	18.5
	Library books being used by children on day of visit	46.8
MDM	Kitchen shed for cooking midday meal	74.3
	Midday meal served in school on day of visit	88.6

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

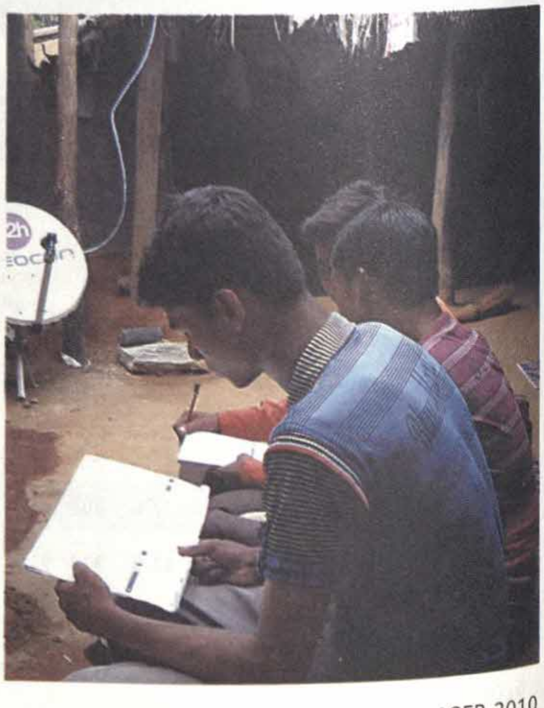
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



PUNJAB *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 19 OUT OF 19 DISTRICTS

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

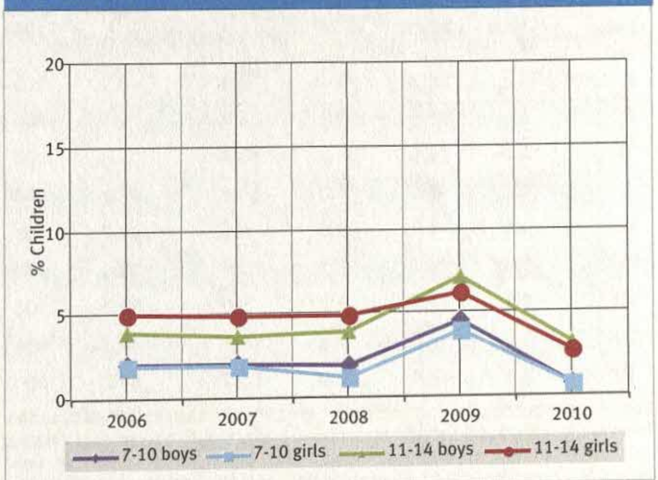
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	60.2	38.0	0.1	1.7	100
AGE: 7-16 ALL	61.7	35.3	0.1	2.9	100
AGE: 7-10 ALL	59.6	39.6	0.1	0.7	100
AGE: 7-10 BOYS	58.2	40.9	0.2	0.7	100
AGE: 7-10 GIRLS	61.5	37.8	0.0	0.7	100
AGE: 11-14 ALL	63.8	33.2	0.1	3.0	100
AGE: 11-14 BOYS	61.2	35.5	0.1	3.2	100
AGE: 11-14 GIRLS	67.1	30.2	0.0	2.7	100
AGE: 15-16 ALL	62.6	29.1	0.0	8.3	100
AGE: 15-16 BOYS	63.2	29.6	0.0	7.2	100
AGE: 15-16 GIRLS	61.6	28.4	0.0	10.0	100

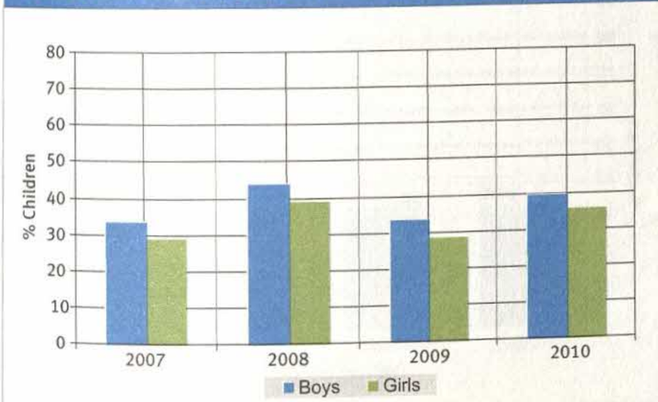
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 5% in 2006 to 4.9% in 2007 to 4.9% in 2008, 6.2% in 2009 and to 2.7% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 39.7% of all boys (age 6-14) were enrolled in private school and 35.8% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>28.9</td><td>35.6</td><td>21.1</td><td>8.3</td><td colspan="8">6.2</td><td>100</td></tr>
<tr><td>II</td><td>4.9</td><td>17.3</td><td>35.1</td><td>28.1</td><td>9.5</td><td colspan="7">5.2</td><td>100</td></tr>
<tr><td>III</td><td colspan="2">4.9</td><td>16.1</td><td>35.5</td><td>26.4</td><td>11.7</td><td colspan="6">5.3</td><td>100</td></tr>
<tr><td>IV</td><td colspan="3">5.5</td><td>18.5</td><td>28.8</td><td>30.1</td><td>9.4</td><td colspan="5">7.7</td><td>100</td></tr>
<tr><td>V</td><td colspan="4">5.3</td><td>9.4</td><td>40.0</td><td>27.1</td><td>12.2</td><td colspan="4">6.0</td><td>100</td></tr>
<tr><td>VI</td><td colspan="5">4.8</td><td>13.1</td><td>26.2</td><td>35.2</td><td>13.2</td><td colspan="3">7.6</td><td>100</td></tr>
<tr><td>VII</td><td colspan="6">4.2</td><td>7.8</td><td>33.8</td><td>33.2</td><td>15.3</td><td colspan="2">5.7</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="7">3.3</td><td>12.4</td><td>29.8</td><td>30.9</td><td>17.7</td><td>5.9</td><td>100</td></tr>
</table>

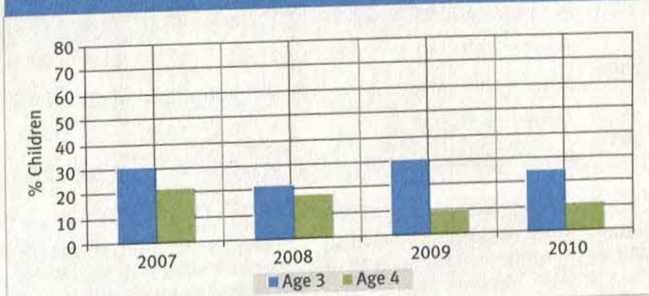
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 35.5 % children are 8 years old but there are also 16.1% who are 7, 26.4% who are 9, 11.7 % who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	59.8	15.4				24.8	100
AGE 4	50.7	38.0				11.3	100
AGE 5	11.1	4.6	34.4	45.0	0.2	4.8	100
AGE 6	2.5	2.2	45.3	47.6	0.2	2.1	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 97.3% of sampled villages reported having an anganwadi in the village.

How to read this chart: For example, in 2010, 24.8% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	20.6	53.2	18.4	3.3	4.6	100
II	3.7	33.0	39.4	14.8	9.1	100
III	1.3	12.5	33.2	30.6	22.5	100
IV	1.2	6.6	14.0	30.4	47.8	100
V	0.5	3.2	8.0	18.6	69.7	100
VI	0.3	1.7	5.1	12.7	80.2	100
VII	0.8	1.2	2.2	9.0	86.7	100
VIII	0.6	1.4	2.3	7.5	88.2	100
TOTAL	3.8	14.9	16.0	16.2	49.2	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 1.3% children cannot even read letters, 12.5% can read letters but not more, 33.2% can read words but not Std 1 text or higher, 30.6% can read Std 1 text but not Std 2 level text, and 22.5% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

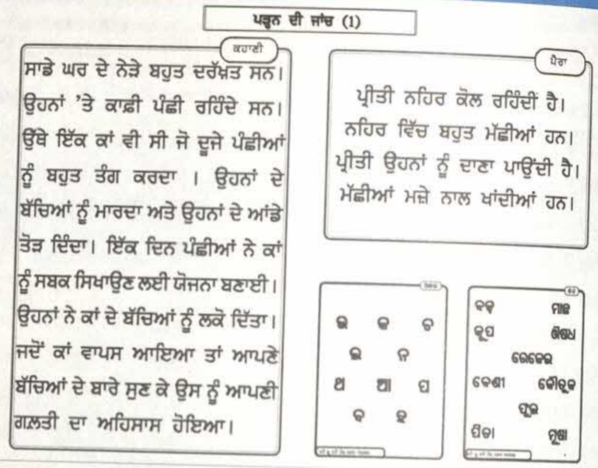


CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

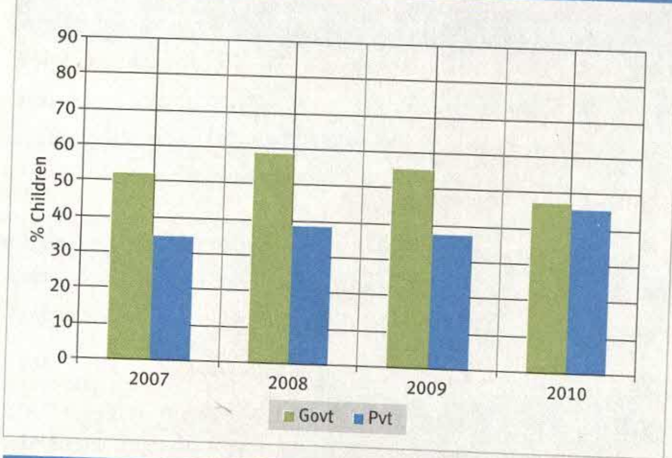
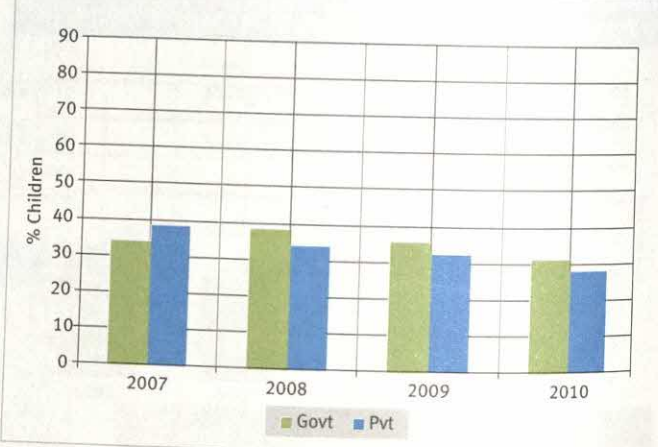


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010

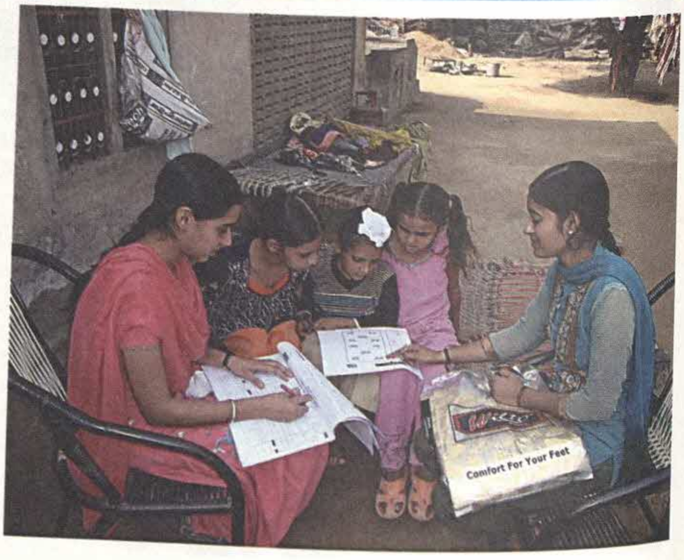


TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	9.1	11.7	13.8	13.6	16.2	14.6	12.6	20.4
	PVT	22.8	20.9	23.0	30.9	28.7	20.7	26.2	29.6
2009	GOVT	13.3	15.1	23.8	19.7	23.1	17.6	21.4	28.1
	PVT	29.3	30.4	37.6	30.8	41.5	31.5	35.6	43.9
2010	GOVT	8.5	9.1	11.5	9.4	10.5	10.8	9.2	11.6
	PVT	25.4	26.5	29.4	32.0	31.0	32.9	29.8	24.3

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



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ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	19.2	43.8	24.7	7.6	4.6	100
II	3.7	25.9	38.5	25.1	6.9	100
III	0.9	11.6	23.9	43.1	20.6	100
IV	0.8	4.6	13.3	34.8	46.6	100
V	0.6	3.0	6.6	20.1	69.8	100
VI	0.5	1.6	4.5	17.3	76.2	100
VII	1.1	1.2	2.6	15.4	79.8	100
VIII	0.9	1.2	3.9	11.9	82.1	100
TOTAL	3.6	12.2	15.3	22.2	46.7	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0.9% children cannot even recognize numbers 1-9, 11.6% can recognize numbers up to 10 but not more, 23.9% can recognize numbers upto 100 but cannot do subtraction, 43.1% can do subtraction but not division, and 20.6% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

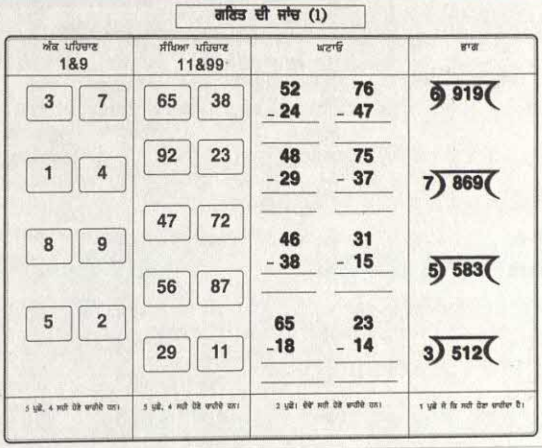


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

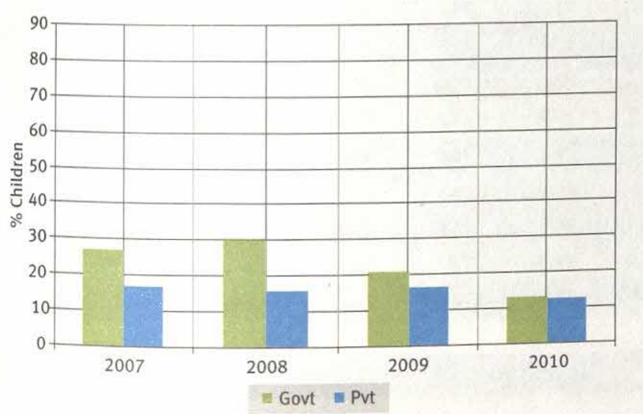
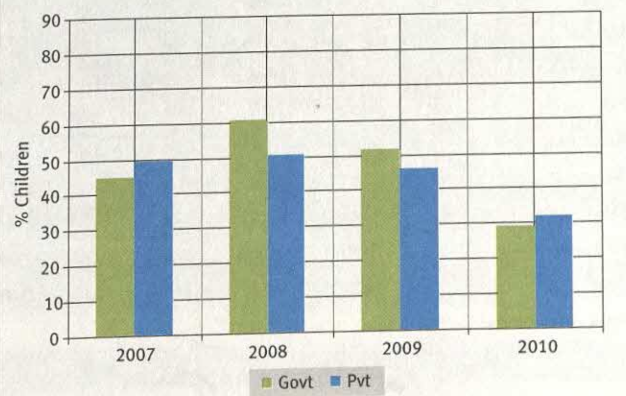


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



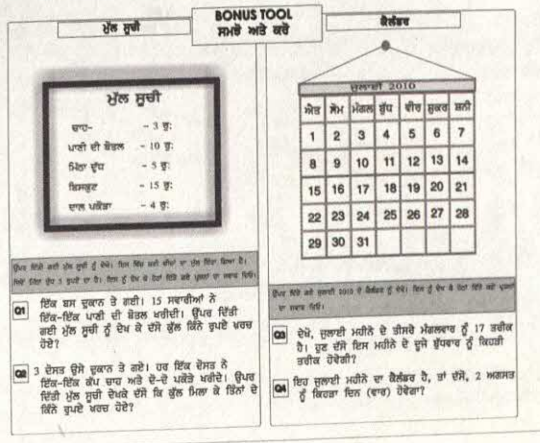
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	21.8	13.6	64.6	33.6	11.9	54.5	54.5	10.1	35.4	44.7	9.1	46.2
VI	15.4	11.8	72.8	26.2	10.9	62.8	46.0	12.8	41.2	44.0	8.4	47.6
VII	11.4	10.5	78.1	20.3	12.7	67.1	41.0	12.0	47.0	36.3	10.7	53.1
VIII	8.1	8.6	83.3	13.7	11.5	74.8	32.3	13.5	54.2	31.7	9.6	58.7

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

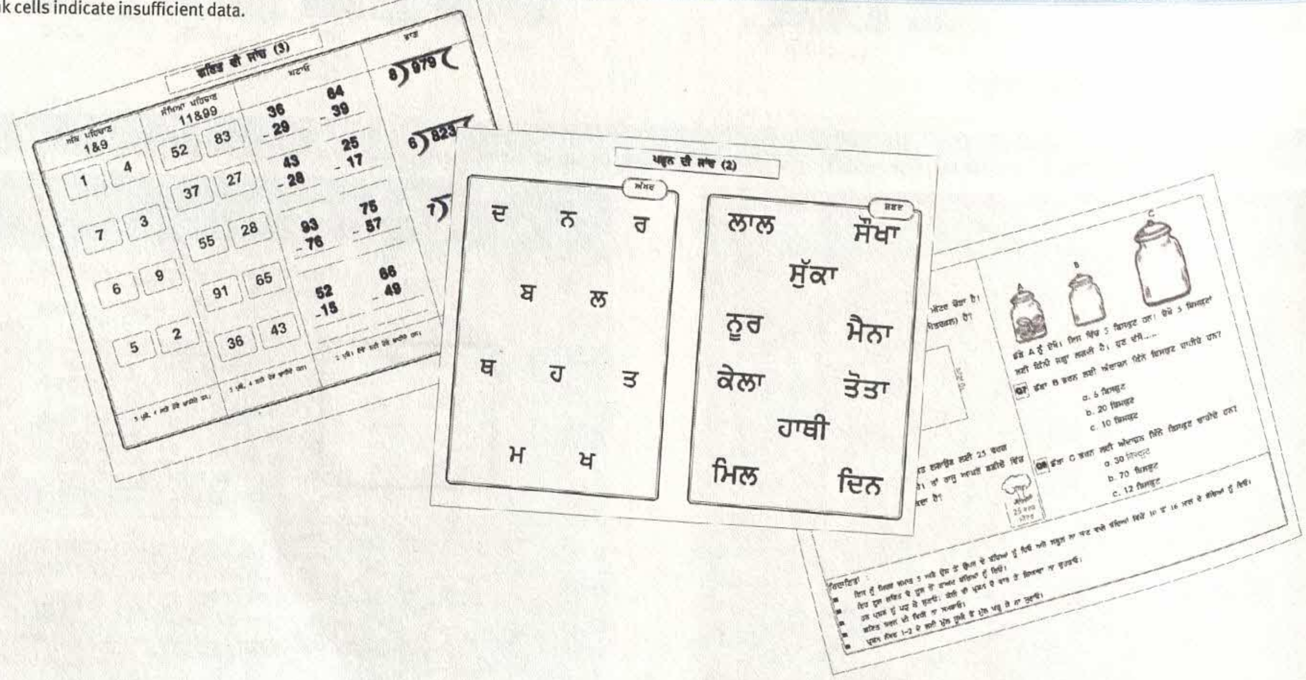
EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly: Menu	% Children answering both questions correctly: Calendar	% Children answering both questions correctly: Area	% Children answering both questions correctly: Estimation
Amritsar	89.6	1.4	41.5	16.8	88.3	90.1	67.3	67.3	68.9	61.6	27.3	38.3
Bathinda *		1.7	34.4	8.9	91.9	90.6	83.7	83.7	91.8	79.0	61.8	64.2
Faridkot	72.6	2.0	29.8	8.0	85.7	85.6	75.2	79.0	90.5	90.2	88.6	86.5
Fatehgarh Sahib	91.7	0.3	15.0	13.4	85.3	83.7	85.9	91.4	98.7	96.5	86.1	81.3
Firozpur	58.0	4.5	40.2	9.9	82.0	80.2	66.7	71.4	85.5	84.0	76.5	64.9
Gurdaspur	88.6	0.3	43.5	18.0	81.3	84.6	75.4	82.5	69.2	56.0	48.9	56.8
Hoshiarpur	95.2	0.3	42.4	28.4	89.5	93.5	77.8	83.2	58.2	45.6	24.0	21.3
Jalandhar	84.1	0.9	27.2	18.5	94.2	93.0	77.9	86.1	63.4	64.7	41.6	18.5
Kapurthala *		1.5	29.2	28.2	86.5	88.8	62.8	65.9	83.3	69.7	44.8	57.1
Ludhiana	82.3	1.0	34.0	16.8	90.8	90.4	77.0	84.9	71.2	63.6	34.5	60.3
Mansa	70.7	3.0	39.9	7.7	89.1	89.6	59.2	71.0	79.7	75.3	65.0	63.3
Moga*		2.4	49.2	20.3	91.8	91.7	72.3	75.9	66.3	55.9	42.1	53.1
Muktsar	76.3	2.6	48.2	10.9	92.8	92.6	72.4	73.9	74.7	71.1	49.2	58.1
Nawanshehar	95.4	1.1	20.6	22.9	88.0	92.1	89.8	87.1	89.4	89.6	91.0	92.4
Patiala	77.8	0.7	43.8	19.9	83.9	83.8	70.0	72.1	81.2	62.0	29.7	45.1
Rupnagar	90.8	0.8	42.6	15.2	85.6	84.7	71.1	78.6	56.0	48.6	29.6	42.3
Sangrur	77.6	1.5	41.4	11.8	87.7	88.2	67.9	76.4	82.0	54.7	28.0	44.6
SAS Nagar	90.6	1.2	38.5	26.4	94.1	94.1	74.6	76.6	64.0	80.4	46.3	79.8
Tarn Taran	74.8	4.9	35.9	17.3	82.0	82.5	74.8	75.2	78.7	61.6	42.7	46.8
Total	**82.1**	**1.7**	**38.0**	**17.2**	**87.7**	**88.4**	**73.8**	**78.8**	**74.4**	**64.7**	**44.5**	**51.2**

* Blank cells indicate insufficient data.



AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

	2007	2009	2010
TYPE OF SCHOOL			
Std I-IV/V : PRIMARY	383	431	391
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	61	38	58
TOTAL SCHOOLS VISITED	444	469	449

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	85.6	84.8	89.1	87.3	82.2	84.6
% SCHOOLS WITH NO TEACHER PRESENT	0.0	0.3	0.3	0.0	0.0	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT	57.9	54.7	64.1	46.2	41.9	54.0

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	3.5	0.0
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	3.5	7.1
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	92.9	92.9
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	80.6	84.4	82.5	82.6	85.6	84.4
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	3.8	1.7	0.0	1.8	0.0	0.0
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	72.3	82.5	78.1	82.1	86.5	87.9

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	94.0	57.9
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	3.7	17.5
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	2.3	24.6
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	47.4	45.6	53.3	35.0	41.7	47.4
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	37.4	46.5	39.1	33.9	40.6	26.5

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	263	62.0	33.1	4.9	361	95.3	1.4	3.3
DEVELOPMENT GRANT	287	79.1	16.0	4.9	332	93.7	3.3	3.0
TEACHER GRANT (TLM)	344	94.2	3.2	2.6	341	96.2	2.6	1.2

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	353	83.0	14.2	2.8	361	95.3	1.4	3.3
DEVELOPMENT GRANT	346	87.0	9.8	3.2	332	93.7	3.3	3.0
TEACHER GRANT (TLM)	388	96.4	1.6	2.1	341	96.2	2.6	1.2

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

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RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	76	17.2
61-90	86	19.5
91-120	61	13.8
› 120	219	49.6
TOTAL	442	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	41.9	40.3			17.7			100
61-90	66.2		19.5		14.3			100
91-120		57.1		26.8		16.1		100
› 120			43.6		14.9	41.5		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 19.5% of schools are at norm (i.e. have 3 teachers), 66.2% are below the norm and 14.3% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	42	10.8
2	94	24.1
3	65	16.7
4	66	16.9
5	38	9.7
6	25	6.4
≥7	60	15.4
TOTAL	390	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	4.2	20.8			75.0				100
2	5.2		17.2			77.6			100
3		19.5		29.3			51.2		100
4		33.3			11.1		55.6		100
5			29.6			40.7	29.6		100
6			61.5				23.1	15.4	100
≥7				45.2				54.8	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 29.3% of schools are at norm (i.e. have 3 classrooms), 19.5% are below the norm and 51.2% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	78.9
	Playground	69.1
	Boundary wall	82.8
DRINKING WATER	No facility for drinking water	8.9
	Facility but no drinking water available	8.0
	Drinking water available	83.1
TOILET	No toilet facility	0.9
	Facility but toilet not useable	30.3
	Toilet useable	68.8
GIRLS TOILET	% Schools with no separate provision for girls toilets	7.3
	Of schools with separate girls toilets, % schools where	
	Toilet locked	17.9
	Toilet not useable	17.6
	Toilet useable	57.2
TLM	Teaching learning material in Std 2	91.8
	Teaching learning material in Std 4	89.2
LIBRARY	No library	4.1
	Library but no books being used by children on day of visit	30.0
	Library books being used by children on day of visit	66.0
MDM	Kitchen shed for cooking midday meal	94.6
	Midday meal served in school on day of visit	98.0

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

RAJASTHAN *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 32 OUT OF 32 DISTRICTS

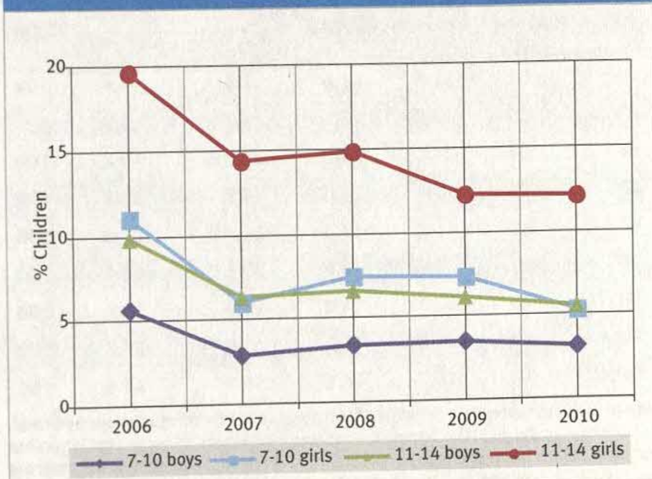
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6-14 ALL	60.4	33.4	0.4	5.8	100
AGE: 7-16 ALL	59.7	31.3	0.4	8.7	100
AGE: 7-10 ALL	59.8	35.7	0.4	4.1	100
AGE: 7-10 BOYS	57.6	38.8	0.5	3.2	100
AGE: 7-10 GIRLS	62.6	31.8	0.4	5.3	100
AGE: 11-14 ALL	61.7	29.7	0.3	8.3	100
AGE: 11-14 BOYS	60.5	33.7	0.3	5.5	100
AGE: 11-14 GIRLS	63.2	24.4	0.3	12.1	100
AGE: 15-16 ALL	54.7	24.0	0.5	20.9	100
AGE: 15-16 BOYS	55.8	27.2	0.5	16.4	100
AGE: 15-16 GIRLS	52.9	19.2	0.3	27.7	100

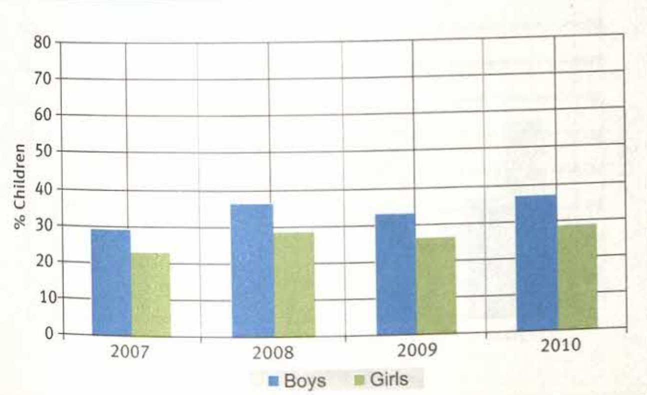
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 19.6% in 2006 to 14.4% in 2007 to 14.8% in 2008, 12.2% in 2009 and to 12.1% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 37% of all boys (age 6-14) were enrolled in private school and 28.9% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>38.5</td><td>32.3</td><td>16.2</td><td>7.8</td><td colspan="8">5.2</td><td>100</td></tr>
<tr><td>II</td><td>9.4</td><td>20.8</td><td>29.2</td><td>25.4</td><td>6.2</td><td>5.7</td><td colspan="6">3.3</td><td>100</td></tr>
<tr><td>III</td><td colspan="2">8.8</td><td>15.9</td><td>35.7</td><td>16.3</td><td>14.4</td><td colspan="6">8.9</td><td>100</td></tr>
<tr><td>IV</td><td colspan="2">2.1</td><td>7.3</td><td>22.1</td><td>23.7</td><td>26.6</td><td>7.2</td><td>6.6</td><td colspan="4">4.5</td><td>100</td></tr>
<tr><td>V</td><td colspan="3">2.7</td><td>9.7</td><td>12.5</td><td>37.2</td><td>15.8</td><td>13.1</td><td colspan="4">9.2</td><td>100</td></tr>
<tr><td>VI</td><td colspan="5">7.4</td><td>24.5</td><td>21.1</td><td>27.8</td><td>11.2</td><td colspan="3">8.0</td><td>100</td></tr>
<tr><td>VII</td><td colspan="5">2.2</td><td>9.1</td><td>12.2</td><td>34.9</td><td>21.4</td><td>12.0</td><td colspan="2">8.3</td><td>100</td></tr>
<tr><td>VIII</td><td colspan="7">7.5</td><td>19.3</td><td>27.5</td><td>23.4</td><td>15.5</td><td>6.9</td><td>100</td></tr>
</table>

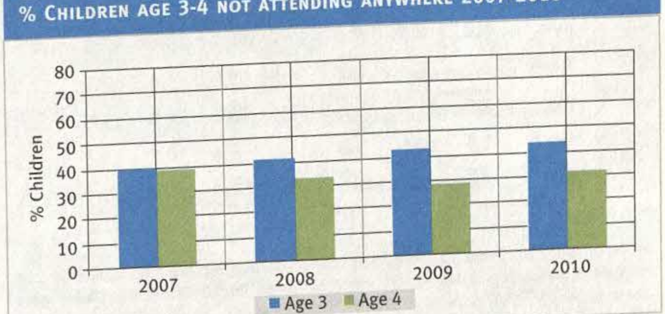
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 35.7 % children are 8 years old but there are also 15.9% who are 7, 16.3 % who are 9, 14.4 % who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	43.1	13.3				43.6	100
AGE 4	38.3	29.9				31.8	100
AGE 5	7.7	4.7	40.1	35.2	0.5	11.8	100
AGE 6	3.0	2.6	52.1	35.8	0.4	6.1	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 95% of sampled villages reported having an anganwadi in the village.

How to read this chart: For example, in 2010, 43.6% of all age 3 children were not attending any kind of preschool or school.

RAJASTHAN *RURAL*

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Ajmer	63.4	9.8	30.8	4.5	72.3	72.6	53.8	43.8	58.0	47.2	27.4	40.7
Alwar	72.1	2.4	37.3	4.4	76.2	77.7	60.0	55.5	75.1	61.4	52.6	49.3
Banswara	82.4	8.8	13.0	13.9	65.3	70.5	52.3	48.0	79.9	65.4	55.6	55.5
Baran	67.7	9.3	24.2	10.5	74.4	72.4	54.2	48.0	76.7	57.7	37.7	33.0
Barmer	34.0	12.4	4.5	9.3	59.3	56.0	60.8	59.4	81.4	73.5	55.1	71.6
Bharatpur	70.0	4.4	49.7	10.9	77.3	72.1	58.0	53.0	88.7	73.5	66.4	61.1
Bhilwara	59.1	6.3	20.2	6.8	60.4	59.2	40.3	33.0	57.6	39.5	17.5	22.5
Bikaner	66.7	5.0	23.6	6.7	73.7	83.2	69.9	65.1	82.9	69.1	53.1	69.3
Bundi	58.6	5.1	35.4	10.1	69.7	71.3	59.8	55.9	65.0	43.0	24.3	20.5
Chittaurgarh	86.4	4.6	15.8	3.9	68.9	67.4	63.7	45.7	60.2	40.8	24.5	41.7
Churu	64.9	3.4	46.5	8.1	76.8	72.5	69.0	63.6	78.0	64.0	44.1	50.2
Dausa	54.3	1.3	50.2	9.3	89.5	88.5	67.4	60.2	79.1	65.9	53.0	43.8
Dhaulpur	58.6	8.2	35.8	13.9	52.2	53.5	39.5	32.7	38.8	23.6	13.9	29.9
Dungarpur	62.0	5.0	19.9	7.3	73.9	75.6	62.0	47.3	61.7	44.9	25.9	35.4
Ganganagar	79.8	3.6	40.9	7.5	74.4	76.1	57.6	61.9	78.1	60.2	36.9	42.8
Hanumangarh	57.4	4.2	47.1	8.4	83.3	82.8	75.6	68.6	68.3	47.0	31.1	47.4
Jaipur	56.1	1.9	53.5	8.8	61.0	67.3	62.4	46.8	46.2	35.6	19.6	35.6
Jaisalmer	54.7	6.2	9.9	4.4	74.5	78.1	61.0	55.3	73.9	49.1	36.3	33.1
Jalor	81.4	7.4	19.7	9.0	63.8	64.2	52.4	49.3	67.2	44.1	34.5	35.7
Jhalawar	40.5	5.1	30.4	22.5	75.9	80.5	59.9	49.7	65.6	51.2	32.0	53.7
Jhunjhunu	65.1	1.5	47.5	6.9	81.5	79.4	64.3	63.1	77.6	60.4	44.7	47.2
Jodhpur	28.9	9.3	32.4	6.1	69.8	69.4	47.2	42.0	65.7	48.2	25.4	38.1
Karauli	34.3	8.2	38.0	10.3	73.5	74.4	57.2	51.7	63.8	48.7	48.8	38.4
Kota	54.6	3.0	45.6	12.5	86.3	84.7	62.6	59.0	49.4	34.3	19.7	28.8
Nagaur	61.0	5.9	54.5	6.7	78.1	77.6	57.7	44.2	68.6	46.4	27.0	33.8
Pali	73.0	6.6	34.1	16.8	51.3	54.4	47.9	33.0	35.1	28.4	18.6	31.5
Rajsamand	59.4	6.5	17.4	16.5	80.1	80.6	52.3	47.2	52.1	45.4	28.1	27.8
Sawai Madhopur	71.8	5.5	31.8	5.0	65.6	62.4	47.1	43.4	67.1	60.0	50.1	46.4
Sikar	59.7	1.3	52.1	5.5	80.9	79.7	65.5	49.7	62.8	46.5	39.7	36.0
Sirohi	47.1	17.0	17.8	16.3	50.4	55.7	46.1	34.5	37.3	24.9	22.1	25.5
Tonk	85.2	7.0	28.9	6.4	75.8	72.9	58.9	46.4	70.6	58.7	51.4	31.8
Udaipur	63.9	7.6	17.5	6.0	63.0	69.1	50.7	38.7	35.5	28.2	12.7	19.8
Total	**61.8**	**5.8**	**33.4**	**8.5**	**70.0**	**70.8**	**57.4**	**49.5**	**64.9**	**49.6**	**35.8**	**40.3**

AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

TYPE OF SCHOOL	2007	2009	2010
Std I-IV/V : PRIMARY	393	276	290
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	488	594	606
TOTAL SCHOOLS VISITED	881	870	896

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	91.3	92.8	90.1	85.3	88.9	88.0
% SCHOOLS WITH NO TEACHER PRESENT	0.3	0.0	0.4	0.5	0.0	0.2
% SCHOOLS WITH ALL TEACHERS PRESENT	74.9	79.4	73.9	50.7	58.2	53.5

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	0.9	2.8
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	8.0	8.3
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	91.1	88.9
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	67.8	72.0	71.2	72.6	74.2	73.6
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	14.4	9.8	9.1	8.8	6.9	5.8
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	41.0	48.4	46.3	53.4	56.6	50.2

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	96.5	78.5
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	1.8	14.5
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	1.8	7.0
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	67.9	60.5	65.6	63.9	65.1	66.0
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	52.6	52.7	53.6	46.3	51.5	52.3

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	203	40.9	53.7	5.4	272	73.9	17.3	8.8
DEVELOPMENT GRANT	205	42.0	51.2	6.8	254	70.9	19.3	9.8
TEACHER GRANT (TLM)	211	55.5	37.4	7.1	256	87.1	7.0	5.9

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	246	71.1	23.6	5.3	272	73.9	17.3	8.8
DEVELOPMENT GRANT	234	60.3	34.2	5.6	254	70.9	19.3	9.8
TEACHER GRANT (TLM)	249	85.5	8.8	5.6	256	87.1	7.0	5.9

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RAJASTHAN *RURAL*

RIGHT TO EDUCATION INDICATORS

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	115	13.0
61-90	110	12.4
91-120	150	16.9
› 120	512	57.7
TOTAL	887	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	46.3	37.5			16.3			100
61-90	44.0		19.8		36.3			100
91-120		48.2		14.9		36.9		100
› 120			34.9		23.9	41.2		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 19.8% of schools are at norm (i.e. have 3 teachers), 44% are below the norm and 36.3% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	81	10.4
2	97	12.4
3	101	13.0
4	114	14.6
5	163	20.9
6	94	12.1
≥7	130	16.7
TOTAL	780	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	3.0	10.6			86.4				100
2	3.8		25.3			70.9			100
3		9.9		21.0			69.1		100
4			13.5		18.8		67.7		100
5			22.5			20.9	56.6		100
6			32.4				23.0	44.6	100
≥7				32.7				67.3	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 21% of schools are at norm (i.e. have 3 classrooms), 9.9% are below the norm and 69.1% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	91.2
	Playground	51.9
	Boundary wall	70.1
DRINKING WATER	No facility for drinking water	20.9
	Facility but no drinking water available	11.1
	Drinking water available	68.0
TOILET	No toilet facility	3.5
	Facility but toilet not useable	26.8
	Toilet useable	69.7
GIRLS TOILET	% Schools with no separate provision for girls toilets	19.6
	Of schools with separate girls toilets, % schools where	
	Toilet locked	13.7
	Toilet not useable	12.2
	Toilet useable	54.5
TLM	Teaching learning material in Std 2	76.1
	Teaching learning material in Std 4	72.1
LIBRARY	No library	36.3
	Library but no books being used by children on day of visit	40.4
	Library books being used by children on day of visit	23.3
MDM	Kitchen shed for cooking midday meal	83.8
	Midday meal served in school on day of visit	94.8

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

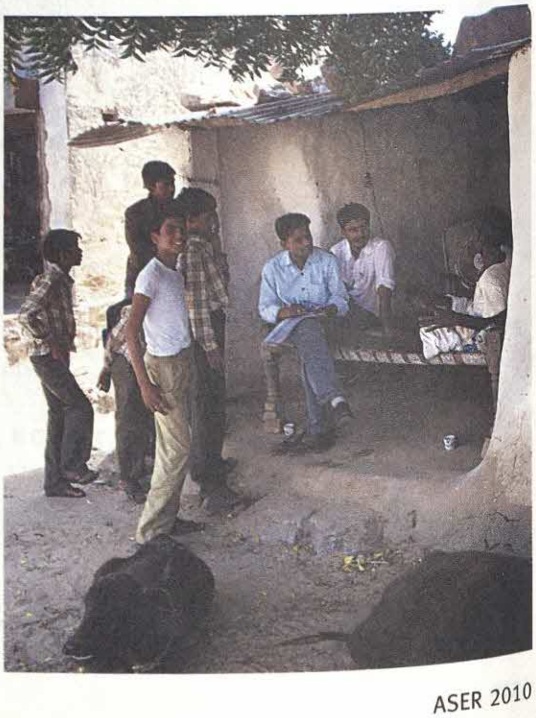
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



SIKKIM RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

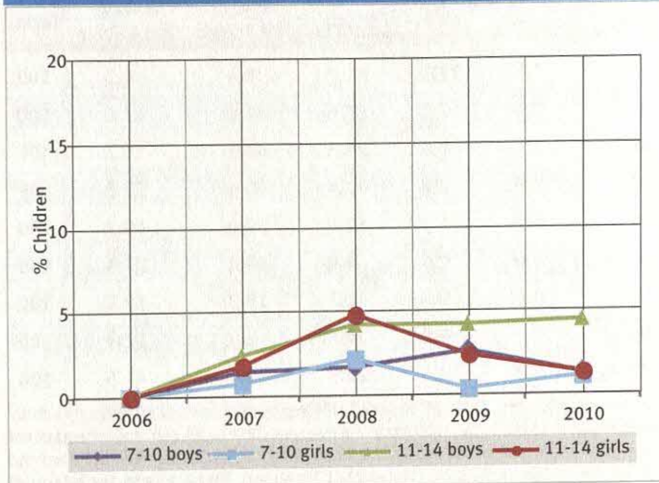
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	76.2	21.9	0.1	1.9	100
Age: 7-16 ALL	79.8	16.1	0.1	3.9	100
Age: 7-10 ALL	74.6	24.3	0.0	1.2	100
Age: 7-10 BOYS	72.2	26.5	0.0	1.3	100
Age: 7-10 GIRLS	76.9	22.0	0.0	1.0	100
Age: 11-14 ALL	82.9	14.1	0.1	2.9	100
Age: 11-14 BOYS	80.5	14.8	0.3	4.4	100
Age: 11-14 GIRLS	85.4	13.3	0.0	1.3	100
Age: 15-16 ALL	83.0	6.5	0.3	10.3	100
Age: 15-16 BOYS	80.2	8.0	0.0	11.8	100
Age: 15-16 GIRLS	85.6	4.9	0.6	8.8	100

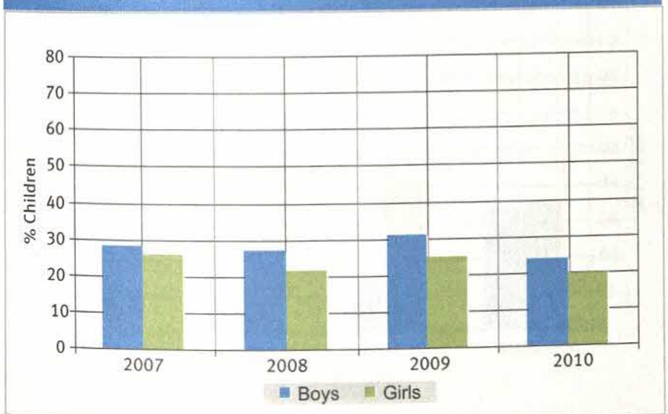
NOTE: 'Other' includes children going to madarssa and EGS.
'Not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 1.8% in 2007 to 4.8% in 2008, 2.4% in 2009 and changed to 1.3% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 23.8% of all boys (age 6-14) were enrolled in private school and 19.9% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

<table>
<tr><th>Std.</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th><th>Total</th></tr>
<tr><td>I</td><td>16.0</td><td>28.4</td><td>29.4</td><td>13.2</td><td>6.2</td><td colspan="7">6.7</td><td>100</td></tr>
<tr><td>II</td><td>1.5</td><td>11.9</td><td>25.8</td><td>26.6</td><td>14.1</td><td>12.9</td><td colspan="6">7.2</td><td>100</td></tr>
<tr><td>III</td><td colspan="3">10.3</td><td>22.6</td><td>19.4</td><td>19.8</td><td>8.0</td><td>10.6</td><td colspan="4">9.4</td><td>100</td></tr>
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<tr><td>VIII</td><td colspan="8">5.7</td><td>16.0</td><td>31.0</td><td>24.1</td><td>23.4</td><td>100</td></tr>
</table>

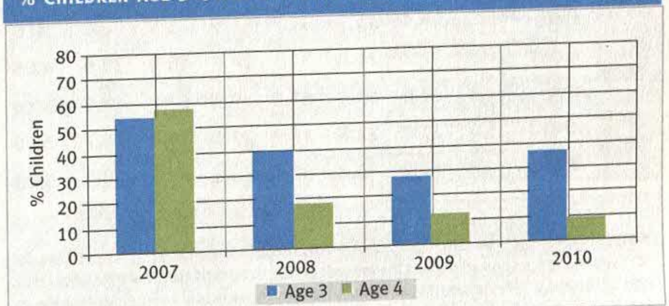
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 19.4% children are 9 years old but there are also 22.6% who are 8, 19.8 % who are10, 8.0 % who are 11 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	41.4	22.3				36.4	100
Age 4	43.9	47.2				8.9	100
Age 5	13.2	6.6	26.7	50.9	0.5	2.2	100
Age 6	6.9	2.5	42.0	47.4	0.0	1.2	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 84.6% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 36.4% of all age 3 children were not attending any kind of preschool or school.

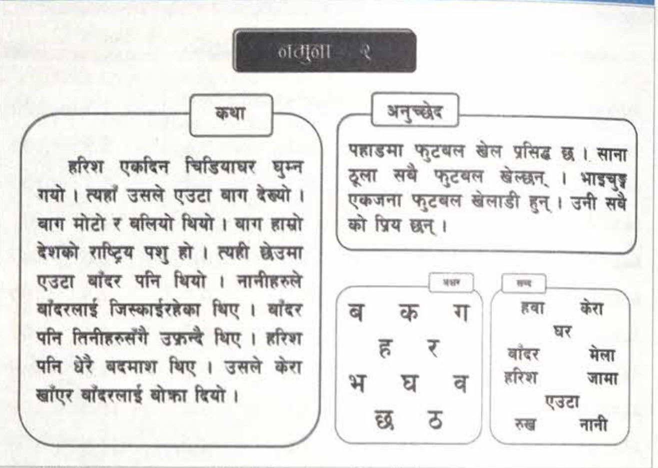
Reading in own language

Table 4: Class-wise % children by reading level
All schools 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	6.5	39.3	41.7	8.4	4.1	100
II	0.4	14.9	52.6	21.1	11.0	100
III	1.1	8.0	25.8	49.5	15.7	100
IV	0.3	2.7	21.4	46.4	29.3	100
V	0.0	1.3	10.4	39.0	49.3	100
VI	0.0	0.6	3.8	24.2	71.4	100
VII	0.0	0.0	1.7	19.2	79.1	100
VIII	0.0	0.0	2.6	5.0	92.4	100
TOTAL	1.0	8.4	20.7	28.4	41.5	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 1.1% children cannot even read letters, 8% can read letters but not more, 25.8% can read words but not Std 1 text or higher, 49.5% can read Std 1 text but not Std 2 level text, and 15.7% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool



NOTE: This tool was also available in Lepcha and English.

Chart 4: Trends over time
% Children in Std III who cannot read Std I level text
By school type 2007-2010

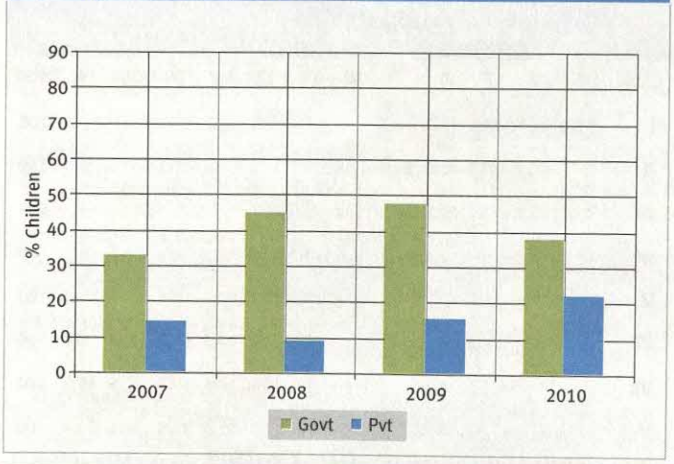
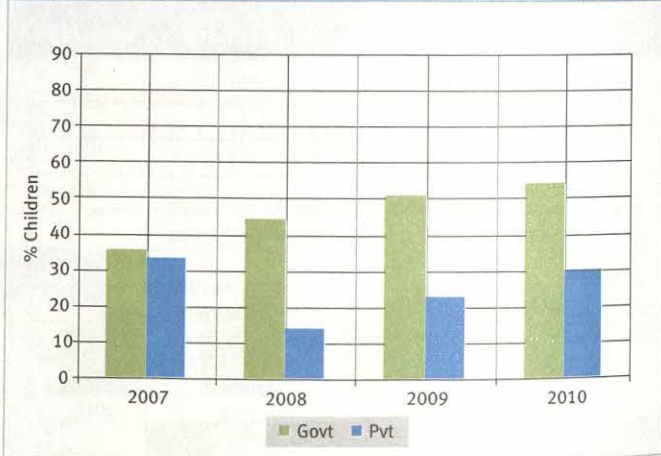


Chart 5: Trends over time
% Children in Std V who cannot read Std II level text
By school type 2007-2010



Tuition

Table 5: Class-wise % children attending paid tuition classes
By school type 2007, 2009 and 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	29.0	33.3	33.3	23.8	27.7	19.2	16.0	38.7
	Pvt	45.5	44.4	45.5	41.7	61.5	45.5	0.0	20.0
2009	Govt	20.9	27.2	21.8	31.3	24.5	28.5	31.0	42.6
	Pvt	54.8	67.6	63.5	65.3	59.3	57.6	68.9	64.6
2010	Govt	15.7	21.2	22.8	19.2	22.5	18.2	20.7	31.0
	Pvt	32.8	52.2	46.6	60.1	53.8	63.4	50.3	37.9

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	3.9	35.1	49.6	7.2	4.2	100
II	1.1	12.3	61.8	20.7	4.1	100
III	1.1	5.0	40.5	44.9	8.5	100
IV	1.5	4.3	16.8	56.2	21.3	100
V	0.3	0.7	12.1	44.6	42.3	100
VI	0.0	0.3	4.5	28.5	66.7	100
VII	0.4	0.0	3.7	21.9	74.0	100
VIII	0.0	0.0	2.3	10.7	87.0	100
TOTAL	1.1	7.2	24.6	31.3	35.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 1.1% children cannot even recognize numbers 1-9, 5% can recognize numbers up to 10 but not more, 40.5% can recognize numbers upto 100 but cannot do subtraction, 44.9% can do subtraction but not division, and 8.5% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

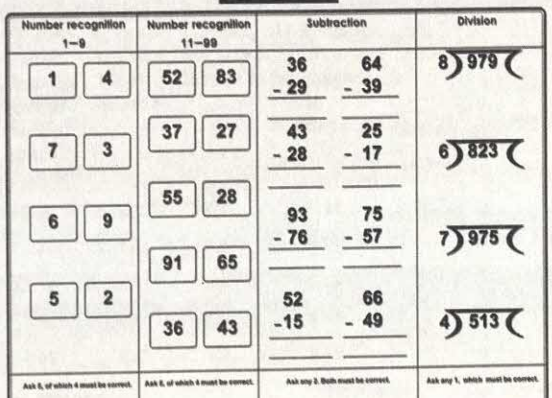


CHART 6: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

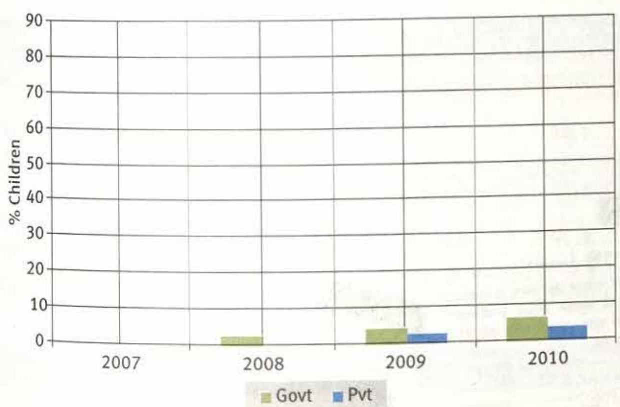
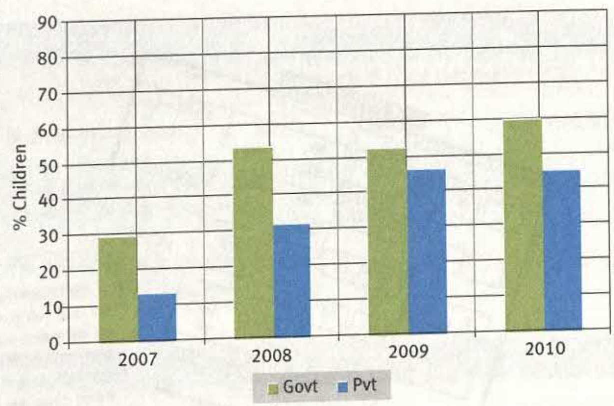


CHART 7: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



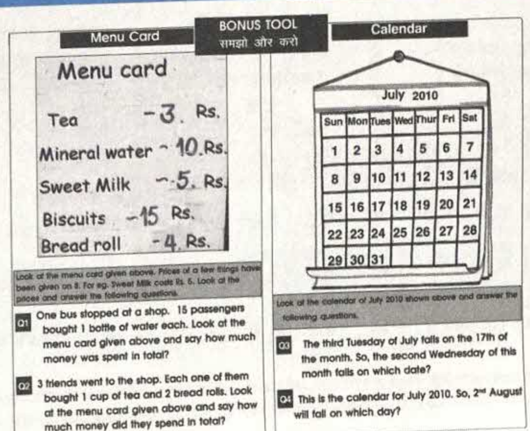
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu			Calendar			Area			Estimation		
	Neither	One	Both	Neither	One	Both	Neither	One	Both	Neither	One	Both
V	22.3	26.1	51.7	46.8	19.7	33.5	71.0	14.4	14.6	59.3	16.1	24.6
VI	16.8	14.4	68.9	30.0	19.7	50.3	66.3	14.7	19.1	56.9	14.6	28.6
VII	9.5	11.8	78.7	26.1	17.2	56.8	51.7	16.4	31.9	36.7	14.1	49.2
VIII	1.3	7.8	90.9	10.9	10.2	78.8	30.6	15.8	53.6	18.5	17.0	64.6

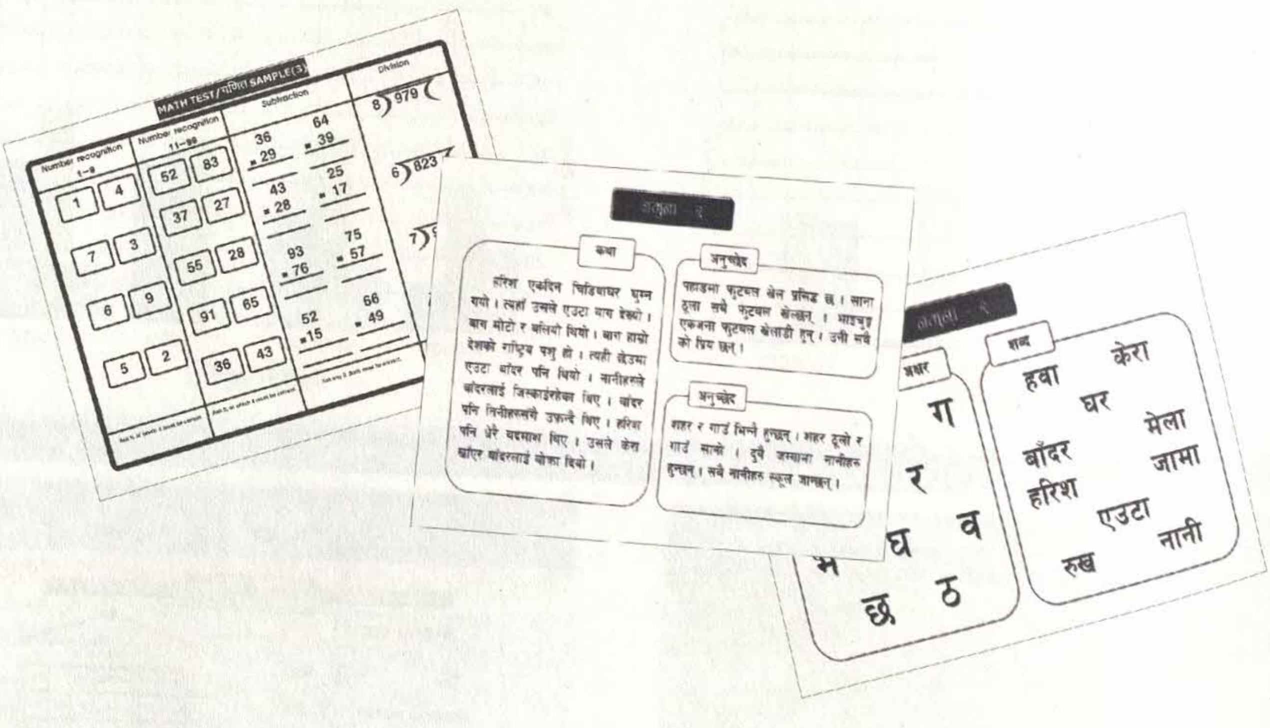
NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly	% Children answering both questions correctly	% Children answering both questions correctly	% Children answering both questions correctly
									Menu	Calendar	Area	Estimation
East	87.7	1.7	25.5	36.6	96.9	97.6	83.3	75.8	67.4	45.2	20.8	31.5
North	77.6	4.3	20.7	24.7	96.4	98.6	70.7	80.1	71.1	55.0	33.8	60.7
South	71.2	0.5	18.5	17.2	96.7	96.6	71.2	68.8	76.0	62.3	26.8	42.4
West	69.4	2.8	18.9	15.5	95.7	98.3	71.1	68.2	74.2	60.9	44.4	48.4
Total	**77.4**	**1.9**	**21.9**	**26.9**	**96.6**	**97.5**	**76.4**	**72.8**	**71.3**	**53.6**	**28.4**	**40.4**



AS PART OF ASER 2007, 2009 AND 2010, IN EACH SAMPLED VILLAGE, ONE GOVERNMENT SCHOOL WITH PRIMARY SECTIONS WAS VISITED ON THE DAY OF THE SURVEY. THE SCHOOL INFORMATION IS BASED ON THIS VISIT.

SCHOOL OBSERVATIONS

TABLE 9: TOTAL SCHOOLS VISITED

	2007	2009	2010
TYPE OF SCHOOL			
Std I-IV/V : PRIMARY	7	21	28
Std I-VII/VIII: PRIMARY + UPPER PRIMARY	5	56	41
TOTAL SCHOOLS VISITED	12	77	69

TABLE 10: TEACHER ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% TEACHERS PRESENT (AVERAGE)	93.9	87.0	78.7	100.0	87.3	81.6
% SCHOOLS WITH NO TEACHER PRESENT	0.0	0.0	7.4	0.0	0.0	0.0
% SCHOOLS WITH ALL TEACHERS PRESENT	66.7	36.8	40.7	100.0	27.5	18.4

TABLE 11: HEADTEACHERS 2010

	Std I-IV/V	Std I-VII/VIII
NO HEADTEACHER APPOINTED	0.0	0.0
HEADTEACHER APPOINTED BUT NOT PRESENT ON DAY OF VISIT	33.3	19.4
HEADTEACHER APPOINTED & PRESENT ON DAY OF VISIT	66.7	80.7
TOTAL	100.0	100.0

TABLE 12: STUDENT ATTENDANCE

	2007	2009	2010	2007	2009	2010
TYPE OF SCHOOL	Std I-IV/V			Std I-VII/VIII		
% ENROLLED CHILDREN PRESENT (AVERAGE)	88.7	85.5	84.4	92.7	88.4	83.2
% SCHOOLS WITH LESS THAN 50% ENROLLED CHILDREN PRESENT	0.0	0.0	3.6	0.0	0.0	4.9
% SCHOOLS WITH 75% OR MORE ENROLLED CHILDREN PRESENT	100.0	85.7	85.7	100.0	94.6	87.8

TABLE 13: COMPUTERS 2010

% SCHOOLS WITH	Std I-IV/V	Std I-VII/VIII
NO COMPUTERS	100.0	34.1
COMPUTERS BUT NO CHILDREN USING THEM AT TIME OF VISIT	0.0	24.4
COMPUTERS AND CHILDREN USING THEM AT TIME OF VISIT	0.0	41.5
TOTAL	100.0	100.0

TABLE 14: MULTIGRADE CLASSES

	2007	2009	2010	2007	2009	2010
% SCHOOLS IN WHICH	Std I-IV/V			Std I-VII/VIII		
Std II CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	0.0	33.3	14.3	25.0	9.1	5.1
Std IV CHILDREN SITTING WITH ONE OR MORE OTHER CLASSES	0.0	18.8	7.7	25.0	9.4	10.3

SCHOOL GRANTS

TABLE 15: SSA SCHOOL GRANTS RECEIVED IN FIRST HALF OF FINANCIAL YEAR 2009-10 AND IN THE FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	16	87.5	6.3	6.3	24	79.2	4.2	16.7
DEVELOPMENT GRANT	14	57.1	35.7	7.1	22	63.6	13.6	22.7
TEACHER GRANT (TLM)	14	78.6	14.3	7.1	22	77.3	9.1	13.6

TABLE 16: SSA SCHOOL GRANTS RECEIVED IN FULL FINANCIAL YEAR 2008-2009 AND FULL FINANCIAL YEAR 2009-2010. PRIMARY SCHOOLS ONLY

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
MAINTENANCE GRANT	19	89.5	5.3	5.3	24	79.2	4.2	16.7
DEVELOPMENT GRANT	17	52.9	41.2	5.9	22	63.6	13.6	22.7
TEACHER GRANT (TLM)	18	77.8	16.7	5.6	22	77.3	9.1	13.6

NOTE: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	16	23.2
61-90	11	15.9
91-120	6	8.7
› 120	36	52.2
TOTAL	69	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	0.0	13.3			86.7			100
61-90	0.0		0.0		100.0			100
91-120		0.0		0.0		100.0		100
› 120			3.1		0.0	96.9		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 100% of schools are above the norm (i.e. have more than 3 teachers).

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	0	0.0
2	2	3.1
3	3	4.7
4	3	4.7
5	4	6.3
6	7	10.9
≥7	45	70.3
TOTAL	64	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	0.0			0.0				0
2	0.0		0.0			0.0			0
3		0.0		0.0		100.0			100
4		0.0			0.0		100.0		100
5			00.0			00.0	00.0		0
6			100.0				0.0	0.0	100
≥7				33.3				66.7	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, none of the schools are at norm (i.e. have 3 classrooms), none are below the norm and 100% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	92.7
	Playground	79.7
	Boundary wall	14.5
DRINKING WATER	No facility for drinking water	11.6
	Facility but no drinking water available	11.6
	Drinking water available	76.8
TOILET	No toilet facility	1.4
	Facility but toilet not useable	30.4
	Toilet useable	68.1
GIRLS TOILET	% Schools with no separate provision for girls toilets	17.2
	Of schools with separate girls toilets, % schools where	
	Toilet locked	28.1
	Toilet not useable	12.5
	Toilet useable	42.2
TLM	Teaching learning material in Std 2	64.7
	Teaching learning material in Std 4	70.7
LIBRARY	No library	55.9
	Library but no books being used by children on day of visit	17.6
	Library books being used by children on day of visit	26.5
MDM	Kitchen shed for cooking midday meal	95.7
	Midday meal served in school on day of visit	98.6

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.

TAMIL NADU *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 29 OUT OF 29 DISTRICTS

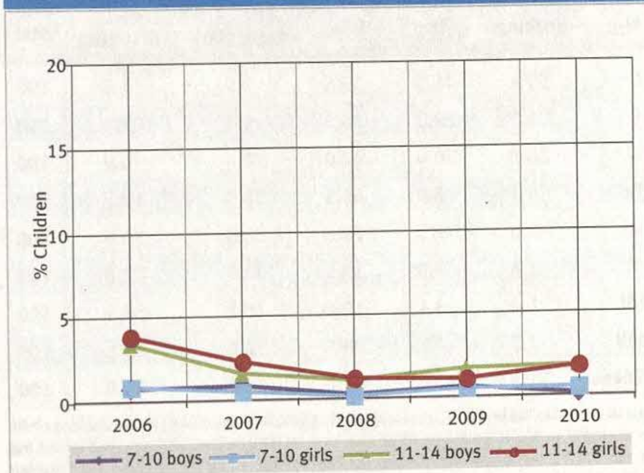
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	73.7	25.1	0.3	1.0	100
Age: 7-16 ALL	74.2	22.9	0.2	2.6	100
Age: 7-10 ALL	72.8	26.6	0.4	0.3	100
Age: 7-10 BOYS	71.6	27.9	0.3	0.1	100
Age: 7-10 GIRLS	73.9	25.2	0.4	0.4	100
Age: 11-14 ALL	76.5	21.5	0.2	1.8	100
Age: 11-14 BOYS	75.9	22.2	0.2	1.8	100
Age: 11-14 GIRLS	77.2	20.9	0.1	1.8	100
Age: 15-16 ALL	72.5	17.4	0.2	10.0	100
Age: 15-16 BOYS	72.5	16.9	0.3	10.4	100
Age: 15-16 GIRLS	72.5	18.0	0.0	9.6	100

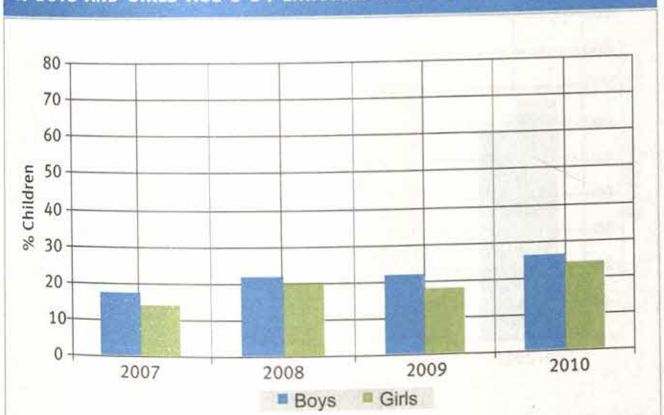
Note: 'Other' includes children going to madarssa and EGS.
'Not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 3.9% in 2006 to 2.3% in 2007 to 1.2% in 2008, 1.1% in 2009 and to 1.8% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 26.2% of all boys (age 6-14) were enrolled in private school and 24% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	43.5	48.3	5.5	2.7									100
II	1.6	20.6	67.3	8.6	1.9								100
III	1.3		17.7	71.6	8.3	1.2							100
IV	2.3			18.5	69.2	8.5	1.5						100
V	2.0				8.2	81.0	6.9	1.9					100
VI	1.9					12.7	66.5	16.0	2.8				100
VII	3.1						8.8	70.0	15.2	2.9			100
VIII	2.5							12.4	70.4	11.3	3.4		100

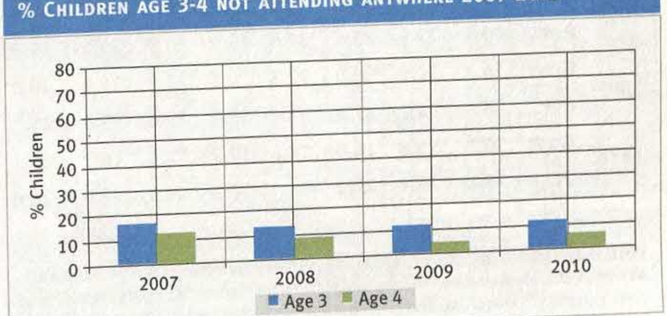
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std II, 20.6% children are 6 years old but there are also 1.6% who are 5, 67.3% who are 7, 8.6% who are 8 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	66.2	22.6				11.2	100
Age 4	47.6	46.7				5.6	100
Age 5	11.8	10.6	41.0	34.2	0.2	2.1	100
Age 6	0.9	2.4	59.4	34.6	0.3	2.5	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 93.6% of sampled villages reported having an anganwadi in the village.

How to read this chart: For example, in 2010, 11.2% of all age 3 children were not attending any kind of preschool or school.

TAMIL NADU *RURAL*

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	52.4	31.5	12.5	1.9	1.8	100
II	21.9	29.3	36.2	9.3	3.4	100
III	10.8	20.0	42.0	20.4	6.9	100
IV	6.1	8.4	30.3	35.8	19.5	100
V	3.6	7.3	20.5	38.0	30.6	100
VI	1.4	3.8	13.1	32.9	48.8	100
VII	1.0	3.1	10.8	26.7	58.4	100
VIII	1.2	2.3	6.5	20.6	69.5	100
TOTAL	11.3	12.4	21.2	24.2	31.0	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 10.8% children cannot even read letters, 20% can read letters but not more, 42% can read words but not Std 1 text or higher, 20.4% can read Std 1 text but not Std 2 level text, and 6.9% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

வாசித்தல் திறனறித்தாள் -1

கதை

அன்று விடுமுறை நாள். தேவியும், ராமுவும் மரத்தடியில் விளையாடிக் கொண்டிருந்தனர். மரத்திலிருந்து ஒரு அணில்குட்டி தொப்பென்று கீழே விழுந்தது. இருவரும் அணில்குட்டியை மெதுவாக எடுத்து அப்பாவிடம் கொடுத்தனர். அப்பா அதற்கு பஞ்சால் பால் ஊட்டினார். ஒரு அட்டைப் பெட்டியில் வைத்தார். சிறிது நேரம் கழித்து அணில்குட்டி அங்கும் இங்கும் ஓடியது. தேவியும், ராமுவும் அணில்குட்டியை வளர்க்க விரும்பினர். ஆனால் அப்பா அணில்குட்டியை அதே மரத்தடியில் விட்டு விட்டார்.

பத்தி

எங்கள் வீட்டில் மாமரம் உள்ளது. அதில் நிறைய பழங்கள் உள்ளன. ஒரு கல்லை எடுத்து எறிந்தேன். மூன்று மாம்பழங்கள் கீழே விழுந்தன.

எழுத்து

இ ம ச
ஊ வ
க் ஒ ல
ர அ

வார்த்தை

வீடு தேன்
தாள்
கீரி வலை
இடி கடை
ஏணி
பல் காய்

CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

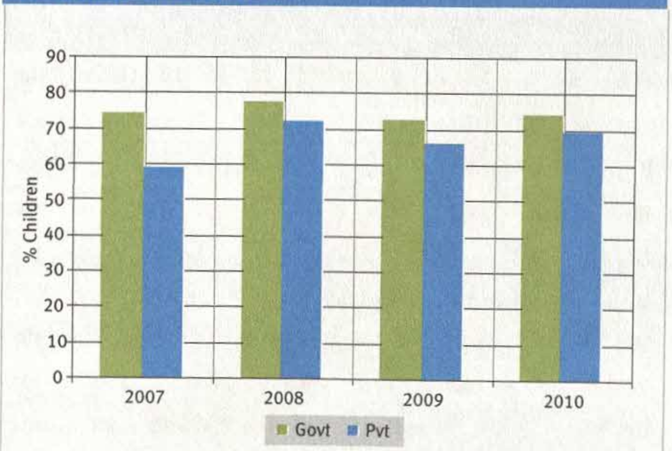
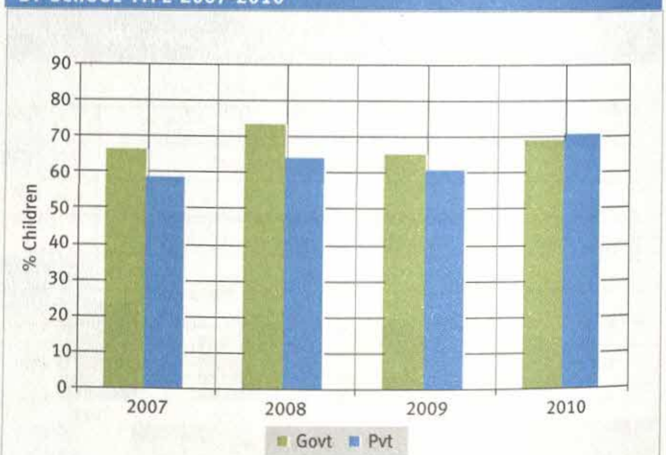


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010

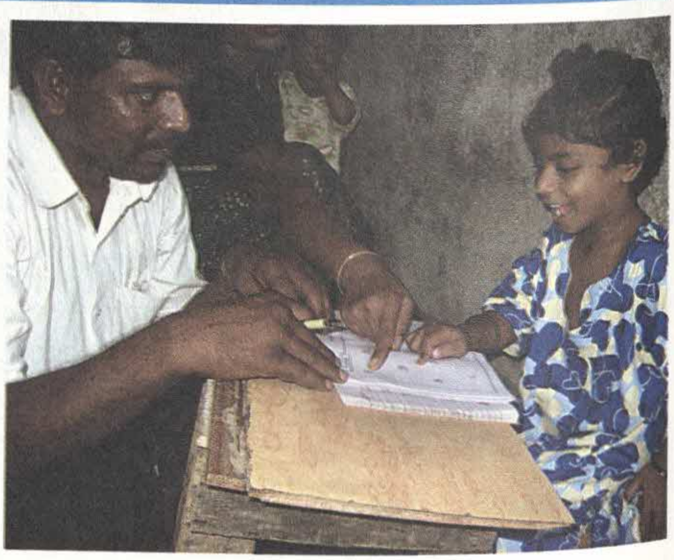


TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	10.8	12.9	13.8	16.0	16.7	18.3	17.5	17.1
	PVT	26.5	29.5	33.5	37.5	39.9	30.9	29.5	30.8
2009	GOVT	16.3	20.9	19.5	22.3	24.1	22.5	19.6	20.0
	PVT	28.6	31.9	37.2	41.4	36.1	29.4	33.1	35.2
2010	GOVT	12.7	13.6	16.0	14.8	19.8	17.6	16.7	17.1
	PVT	22.4	26.4	29.9	31.3	30.3	29.4	25.9	28.0

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	45.6	33.8	17.3	2.3	1.1	100
II	19.3	26.8	44.8	8.1	1.1	100
III	9.1	17.3	53.2	17.1	3.4	100
IV	4.4	9.4	44.3	35.5	6.5	100
V	4.0	5.8	30.1	45.1	15.0	100
VI	1.3	2.9	19.4	50.1	26.3	100
VII	1.1	2.7	15.1	45.0	36.1	100
VIII	1.4	1.6	11.7	37.1	48.2	100
TOTAL	9.8	11.6	29.2	31.4	17.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 9.1% children cannot even recognize numbers 1-9, 17.3% can recognize numbers up to 10 but not more, 53.2% can recognize numbers upto 100 but cannot do subtraction, 17.1% can do subtraction but not division, and 3.4% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

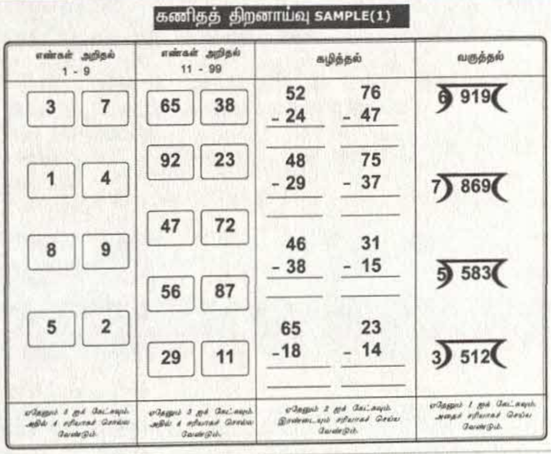


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

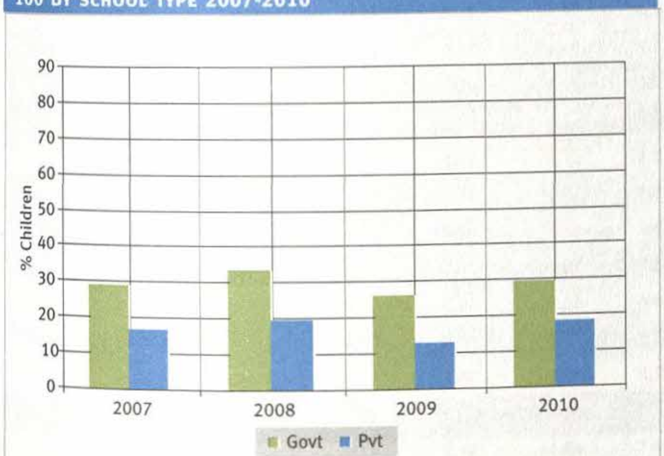
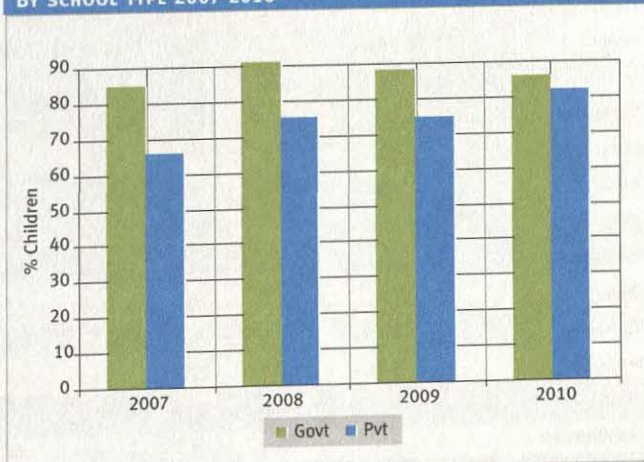


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	31.5	14.2	54.3	54.6	14.9	30.5	69.5	10.0	20.6	57.0	11.4	31.6
VI	24.1	16.2	59.8	44.0	16.3	39.8	58.7	10.4	30.9	47.9	10.7	41.4
VII	17.5	12.5	70.0	34.3	15.4	50.3	53.6	9.9	36.5	42.0	11.1	46.9
VIII	14.0	11.2	74.8	26.8	15.6	57.6	42.6	10.8	46.6	33.9	10.9	55.3

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Ariyalur	100.0	0.7	32.4	24.9	64.0	66.4	49.3	41.7	68.6	48.7	28.2	39.1
Coimbatore	91.9	0.9	21.0	21.6	68.7	73.6	66.8	61.3	59.8	39.7	30.4	46.0
Cuddalore	92.8	0.9	13.7	17.9	58.6	69.7	49.7	38.1	57.7	30.8	20.9	42.4
Dharmapuri *	97.1	0.3	28.7	10.9	76.4	70.8	61.4	45.6	88.0	63.8		76.8
Dindigul *		1.0	23.7	23.4	43.4	41.7	41.2	45.1	83.0	62.2	36.2	36.3
Erode	88.3	0.3	19.0	11.9	47.1	54.4	43.8	33.1	56.7	50.0	86.0	45.5
Kancheepuram	98.9	0.6	20.5	29.4	72.0	81.9	54.0	43.9	59.6	44.4	62.4	71.4
Kanniyakumari	97.3	0.0	34.4	42.0	85.0	87.3	68.4	56.5	70.4	49.6	29.4	45.6
Karur	92.2	1.1	13.9	15.5	34.0	43.1	42.9	29.7	70.8	81.9	27.5	87.1
Madurai	92.6	1.6	27.1	29.6	59.2	56.6	44.3	39.1	52.4	35.7	27.8	26.6
Nagapattinam	87.0	1.1	14.6	20.0	58.0	62.2	32.7	29.0	45.9	34.9	86.8	32.9
Namakkal	76.0	1.7	9.7	11.1	39.4	41.2	35.6	35.0	74.4	50.5	37.3	38.5
Perambalur	98.5	0.5	34.7	24.0	59.0	58.6	55.4	41.3	58.4	48.6	16.7	41.8
Pudukkottai	97.9	0.9	17.1	28.2	62.1	67.7	52.4	37.3	71.9	55.1	43.3	49.3
Ramanathapuram *	92.5	1.1	20.0	29.5	75.2	78.1	67.3	55.1				
Salem	80.8	0.6	23.4	16.9	45.9	45.9	39.0	35.2	62.1	47.8	44.3	40.4
Sivagangai	92.1	0.7	15.0	10.1	66.0	70.9	57.3	42.7	38.2	26.9	20.0	37.5
Thanjavur *		0.5	30.6	10.1	68.4	65.1	78.0	76.0	67.5	55.9	9.4	53.4
Theni	97.1	0.6	29.3	36.7	67.9	69.4	66.8	60.2	83.4	67.3	72.8	55.6
The Nilgiris	89.3	0.3	29.2	47.7	81.7	83.8	81.9	80.8	88.4	79.7	68.0	68.3
Thiruvallur	91.6	1.8	27.9	24.0	67.8	92.2	37.9	36.1	56.9	40.4	30.8	71.4
Thiruvarur	88.0	0.9	28.4	20.1	59.9	71.1	44.5	38.3	59.0	47.9	79.3	71.1
Thoothukkudi	91.9	0.2	46.9	7.4	82.5	86.1	69.5	47.9	64.5	14.6	3.8	2.2
Tiruchirappalli	94.4	0.2	26.1	33.0	65.5	67.4	54.9	45.4	67.9	67.7	30.1	41.4
Tirunelveli	88.2	1.0	54.9	24.1	75.7	83.8	69.1	52.3	74.2	49.4	28.9	29.7
Tiruvannamalai	89.1	1.6	15.5	9.1	48.3	67.8	45.9	27.0	52.7	23.3	5.7	27.0
Vellore	88.5	1.0	32.4	24.7	65.6	69.8	50.0	45.5	58.2	34.9	32.0	29.4
Viluppuram	100.0	2.5	19.2	8.3	58.0	64.4	35.6	25.8	62.3	39.8	43.3	33.4
Virudhunagar	100.0	1.1	22.9	15.5	82.7	82.7	65.5	54.4	87.1	70.8	53.3	72.3
Total	**91.5**	**1.0**	**25.1**	**19.5**	**63.0**	**67.5**	**52.5**	**43.2**	**64.3**	**44.9**	**33.7**	**44.1**

* Blank cells indicate insufficient data.

TAMIL NADU *RURAL*

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	388	385	395
Std I-VII/VIII: Primary + Upper Primary	213	260	267
Total schools visited	601	645	662

Table 10: Teacher attendance

Type of school	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
% Teachers present (average)	96.3	90.6	86.5	91.3	87.4	79.9
% Schools with no teacher present	0.0	0.3	0.3	0.0	0.0	0.0
% Schools with all teachers present	88.8	70.0	61.6	74.0	48.5	34.0

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	0.0	0.0
Headteacher appointed but not present on day of visit	10.5	13.4
Headteacher appointed & present on day of visit	89.6	86.6
Total	100.0	100.0

Table 12: Student attendance

Type of school	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
% Enrolled children present (average)	91.2	91.7	89.9	90.2	90.1	90.7
% Schools with less than 50% enrolled children present	0.5	0.0	1.0	0.5	0.0	0.0
% Schools with 75% or more enrolled children present	94.2	94.5	93.9	93.2	93.3	97.7

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	70.3	27.5
Computers but no children using them at time of visit	11.9	26.0
Computers and children using them at time of visit	17.8	46.6
Total	100.0	100.0

Table 14: Multigrade classes

% Schools in which	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
Std II children sitting with one or more other classes	76.1	77.8	81.8	77.8	71.5	76.2
Std IV children sitting with one or more other classes	69.3	74.1	78.3	70.1	63.3	69.5

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	319	79.6	12.5	7.8	345	94.2	2.3	3.5
Development grant	285	62.1	28.8	9.1	304	89.8	4.9	5.3
Teacher grant (TLM)	231	8.2	84.0	7.8	109	22.9	70.6	6.4

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	347	80.4	13.3	6.3	345	94.2	2.3	3.5
Development grant	316	63.3	28.8	7.9	304	89.8	4.9	5.3
Teacher grant (TLM)	254	11.0	83.5	5.5	109	22.9	70.6	6.4

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

Right to Education Indicators

Table 17: Schools by enrollment 2010

School enrollment	Number of schools	% of schools
1-60	160	24.4
61-90	95	14.5
91-120	76	11.6
>120	325	49.5
Total	656	100.0

Table 18: Pupil to teacher ratio compared to RTE norms 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	69.6	19.2			11.2			100
61-90	58.0		20.5		21.6			100
91-120		67.1		15.7		17.1		100
>120			23.3		17.2	59.5		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 20.5% of schools are at norm (i.e. have 3 teachers), 58% are below the norm and 21.6% are above the norm.

Table 19: Schools by number of teachers 2010

Number of teachers	Number of schools	% of schools
1	107	18.6
2	86	14.9
3	72	12.5
4	61	10.6
5	61	10.6
6	55	9.6
≥7	134	23.3
Total	576	100.0

Table 20: Teacher to classroom ratio compared to RTE norms 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	34.5			65.5				100
2	8.5		40.7			50.9			100
3		22.7		18.2			59.1		100
4		44.9			16.3		38.8		100
5			37.0			24.1	38.9		100
6			31.9				21.3	46.8	100
≥7				35.9				64.1	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 18.2% of schools are at norm (i.e. have 3 classrooms), 22.7% are below the norm and 59.1% are above the norm.

Table 21: Facilities compared to RTE norms 2010

% of schools with		
Building	Office/Store/Office cum store	55.0
	Playground	68.7
	Boundary wall	60.9
Drinking water	No facility for drinking water	12.8
	Facility but no drinking water available	6.6
	Drinking water available	80.5
Toilet	No toilet facility	7.0
	Facility but toilet not useable	42.1
	Toilet useable	50.9
Girls toilet	% Schools with no separate provision for girls toilets	20.8
	Of schools with separate girls toilets, % schools where	
	Toilet locked	23.9
	Toilet not useable	14.9
	Toilet useable	40.4
TLM	Teaching learning material in Std 2	95.4
	Teaching learning material in Std 4	93.3
Library	No library	20.9
	Library but no books being used by children on day of visit	21.3
	Library books being used by children on day of visit	57.8
MDM	Kitchen shed for cooking midday meal	96.7
	Midday meal served in school on day of visit	99.4

Note: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
>150	5 + 1 Headteacher
>200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

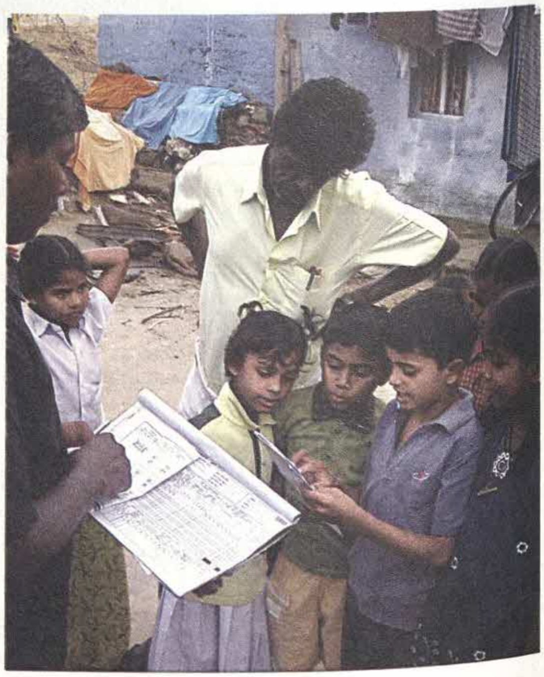
All weather building with:
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



TRIPURA *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS

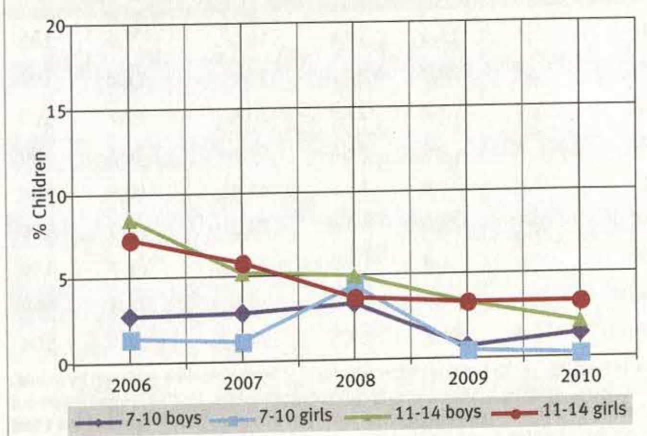
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	95.2	2.8	0.2	1.8	100
AGE: 7-16 ALL	94.4	2.3	0.3	3.0	100
AGE: 7-10 ALL	95.8	3.1	0.2	0.9	100
AGE: 7-10 BOYS	96.2	2.1	0.3	1.4	100
AGE: 7-10 GIRLS	95.4	4.3	0.0	0.3	100
AGE: 11-14 ALL	95.5	1.5	0.2	2.7	100
AGE: 11-14 BOYS	95.5	2.1	0.2	2.2	100
AGE: 11-14 GIRLS	95.6	0.8	0.2	3.4	100
AGE: 15-16 ALL	87.8	2.5	0.6	9.1	100
AGE: 15-16 BOYS	85.9	3.0	1.1	10.1	100
AGE: 15-16 GIRLS	90.2	1.9	0.0	7.9	100

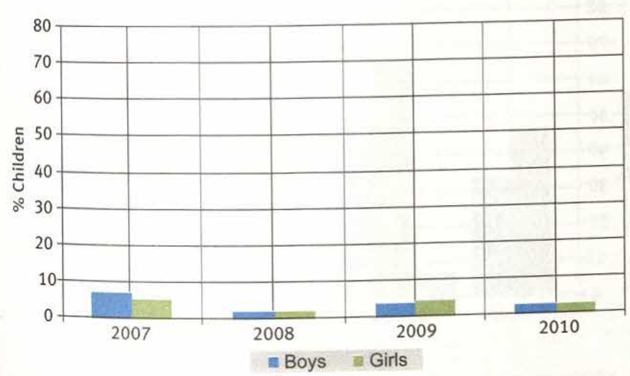
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 7.3% in 2006 to 5.8% in 2007 to 3.8% in 2008, 3.4% in 2009 and to 3.4% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 2.7% of all boys (age 6-14) were enrolled in private school and 2.9% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	7.2	38.0	46.5	3.9	4.5								100
II	1.6		32.1	50.2	10.6	5.6							100
III	2.1			25.7	59.5	9.4	3.3						100
IV	0.5				3.2	15.7	50.7	15.5	9.0	5.4			100
V	1.7					3.7	26.8	44.5	15.6	7.6			100
VI	0.8					5.0	15.4	52.1	15.2	6.0	4.0	1.5	100
VII	2.9							22.9	45.5	19.9	6.1	2.7	100
VIII	1.3							4.2	14.3	52.6	20.2	7.4	100

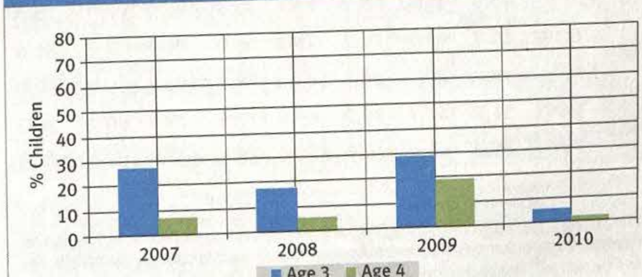
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std IV, 50.7% children are 11 years old but there are also 15.7% who are 10, 15.5% who are 12, 9.0% who are 13 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	84.9	9.1				6.0	100
AGE 4	82.5	14.9				2.7	100
AGE 5	38.5	4.2	35.4	16.9	0.7	4.3	100
AGE 6	27.7	1.6	61.6	7.1	0.6	1.3	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 91.3% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 6% of all age 3 children were not attending any kind of preschool or school.

TRIPURA RURAL

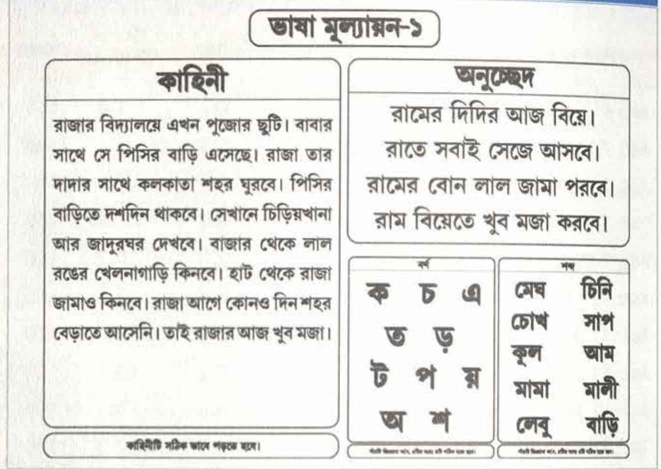
READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	7.6	33.6	37.4	18.4	2.9	100
II	2.3	20.9	30.0	35.0	11.8	100
III	1.9	12.7	29.3	36.4	19.7	100
IV	2.8	8.6	16.6	43.8	28.3	100
V	1.6	4.8	11.4	41.2	40.9	100
VI	0.3	3.0	10.5	28.2	58.1	100
VII	0.0	1.8	2.9	27.0	68.3	100
VIII	0.0	0.0	3.0	20.8	76.1	100
TOTAL	2.0	10.6	17.8	32.1	37.5	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 1.9% children cannot even read letters, 12.7% can read letters but not more, 29.3% can read words but not Std 1 text or higher, 36.4% can read Std 1 text but not Std 2 level text, and 19.7% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL



NOTE: This tool was also available in Kok Borok, English and Hindi.

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

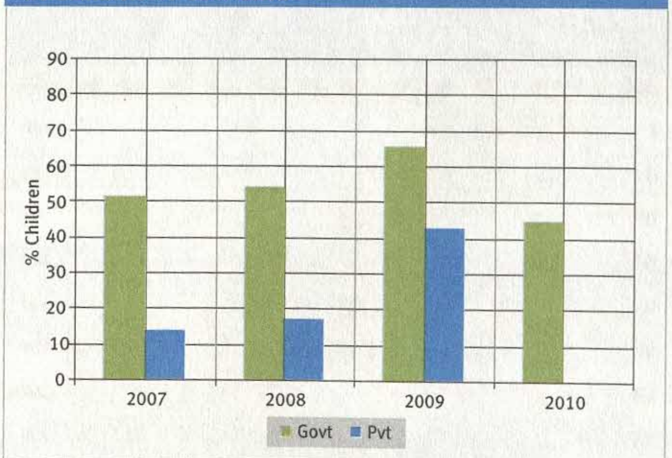
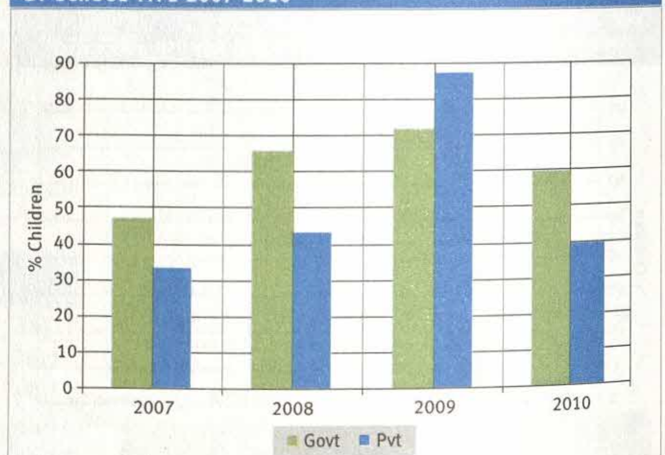


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	57.4	62.8	64.8	67.2	73.7	75.0	73.2	80.0
	PVT	45.8	31.4	48.9	13.7	33.3	100.0	100.0	0.0
2009	GOVT	65.3	64.2	71.2	74.1	65.0	72.7	83.2	85.6
	PVT	96.0	42.6	65.3	100.0	74.1	100.0	100.0	100.0
2010	GOVT	56.9	67.7	70.2	69.8	73.4	77.9	80.2	84.2
	PVT	75.2	100.0	100.0	100.0	88.7	100.0	100.0	100.0

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	5.8	41.9	38.2	12.4	1.7	100
II	3.6	18.8	36.9	37.3	3.4	100
III	1.2	15.2	32.4	41.7	9.6	100
IV	0.8	9.3	22.3	44.0	23.5	100
V	0.6	4.8	17.1	41.8	35.8	100
VI	1.0	1.5	16.9	28.8	51.9	100
VII	0.2	1.9	7.2	28.9	61.9	100
VIII	0.4	0.0	6.2	27.5	66.0	100
TOTAL	1.6	11.4	22.4	33.5	31.0	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 1.2% children cannot even recognize numbers 1-9, 15.2% can recognize numbers up to 10 but not more, 32.4% can recognize numbers upto 100 but cannot do subtraction, 41.7% can do subtraction but not division, and 9.6% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

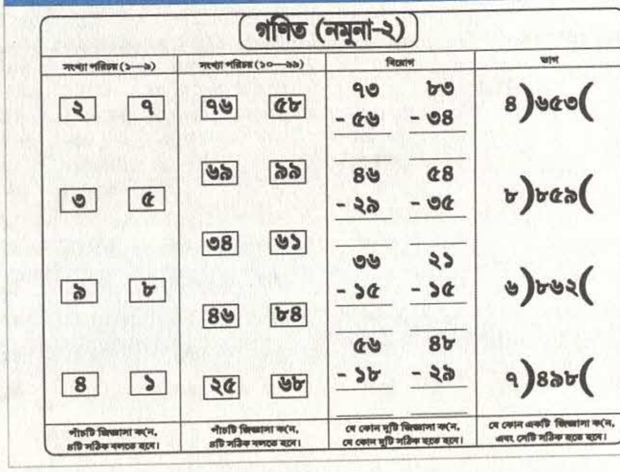


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

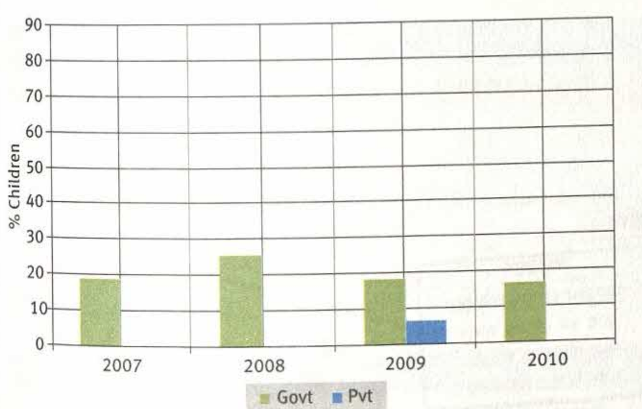
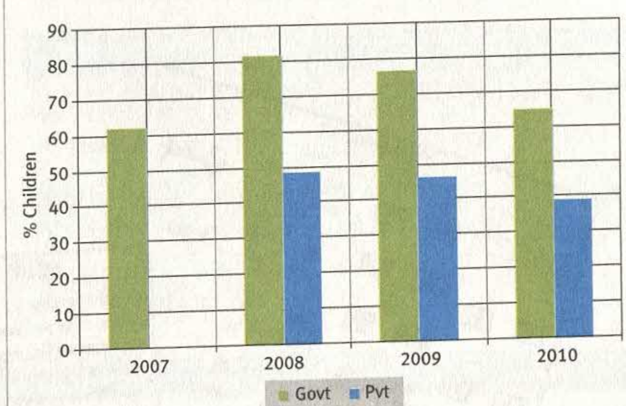


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



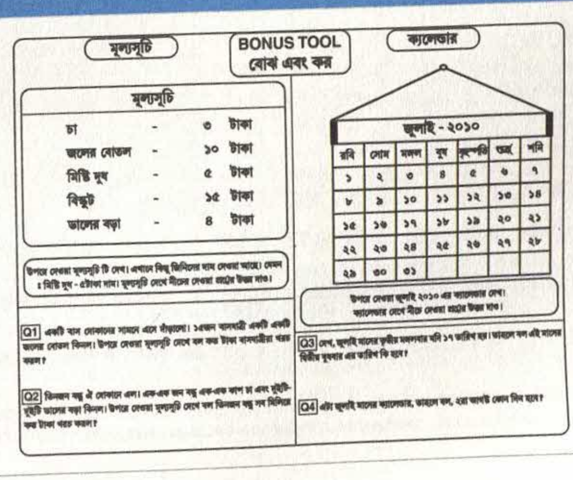
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	33.2	28.0	38.7	49.2	21.2	29.6	72.8	12.1	15.1	52.4	13.4	34.2
VI	22.9	34.4	42.7	38.1	23.8	38.2	59.5	21.8	18.7	37.5	18.3	44.2
VII	21.2	31.7	47.1	29.0	22.9	48.1	54.2	21.8	24.0	29.8	18.5	51.7
VIII	17.2	22.2	60.6	34.0	22.9	43.1	51.1	20.5	28.4	30.0	18.9	51.1

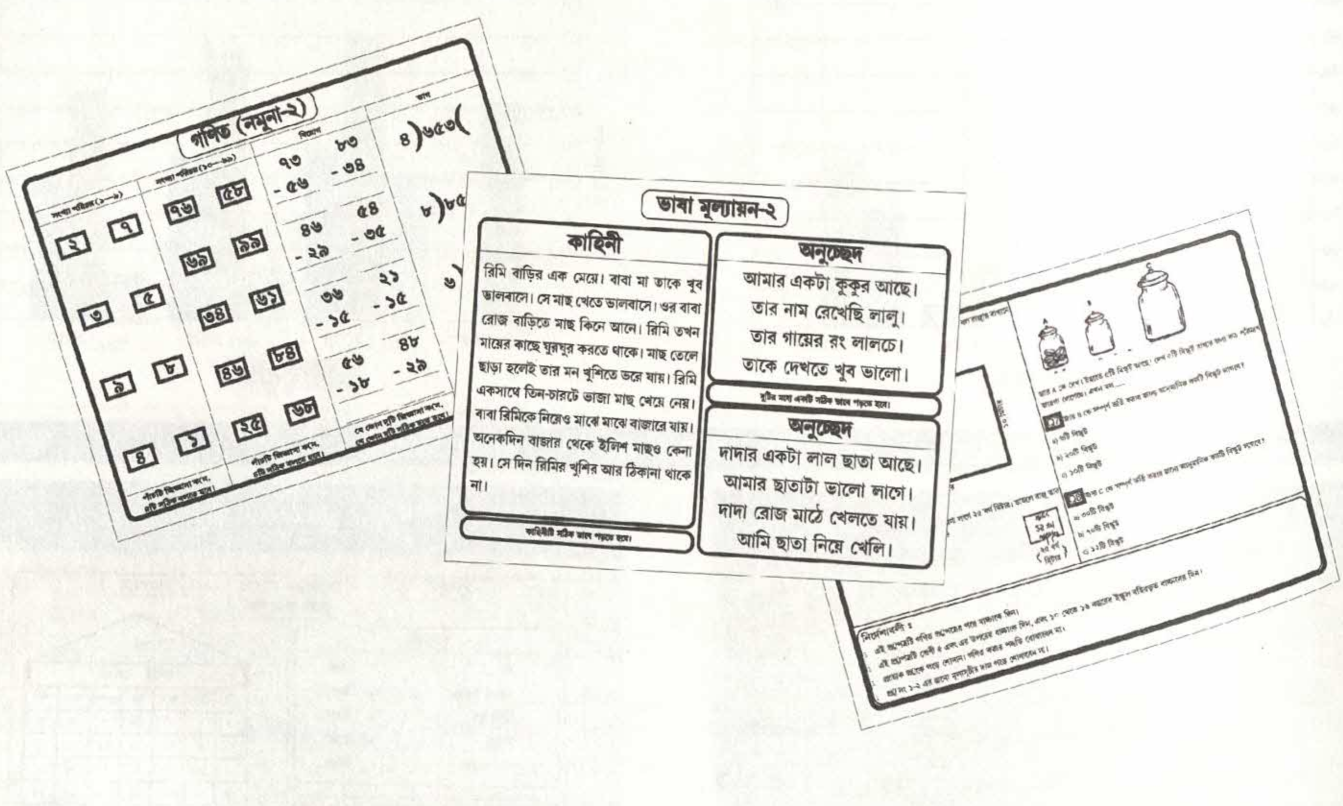
NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly: Menu	% Children answering both questions correctly: Calendar	% Children answering both questions correctly: Area	% Children answering both questions correctly: Estimation
Dhalai	97.0	5.4	1.6	70.1	82.2	86.5	50.8	39.7	33.0	21.1	12.5	21.7
North Tripura	97.5	2.4	1.8	67.7	93.6	95.9	66.5	55.7	39.3	33.8	17.6	37.7
South Tripura	99.0	1.6	3.5	81.0	97.6	96.0	78.3	72.3	42.5	33.2	26.4	29.8
West Tripura	92.9	1.0	3.1	79.9	97.5	96.6	69.0	69.1	51.7	46.6	20.3	57.4
Total	**95.8**	**1.8**	**2.8**	**77.2**	**95.3**	**95.4**	**70.0**	**65.3**	**46.4**	**39.8**	**21.1**	**45.1**



As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	36	58	44
Std I-VII/VIII: Primary + Upper Primary	26	44	54
Total schools visited	62	102	98

Table 10: Teacher attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	85.1	88.8	88.3	79.5	84.3	81.5
% Schools with no teacher present	0.0	0.0	0.0	4.3	0.0	0.0
% Schools with all teachers present	53.6	48.2	52.4	47.8	41.9	25.5

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	3.7	2.4
Headteacher appointed but not present on day of visit	3.7	12.2
Headteacher appointed & present on day of visit	92.6	85.4
Total	100.0	100.0

Table 12: Student attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	75.9	75.3	67.8	84.5	73.8	62.4
% Schools with less than 50% enrolled children present	4.8	7.1	17.1	0.0	7.5	25.9
% Schools with 75% or more enrolled children present	52.4	51.8	36.6	86.7	47.5	24.1

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	95.2	88.5
Computers but no children using them at time of visit	2.4	3.8
Computers and children using them at time of visit	2.4	7.7
Total	100.0	100.0

Table 14: Multigrade classes

	2007	2009	2010	2007	2009	2010
% Schools in which	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	33.3	30.2	34.2	30.8	62.5	44.0
Std IV children sitting with one or more other classes	32.1	28.6	23.5	28.6	35.1	21.3

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	31	22.6	51.6	25.8	35	60.0	31.4	8.6
Development grant	31	25.8	41.9	32.3	35	51.4	34.3	14.3
Teacher grant (TLM)	33	30.3	42.4	27.3	36	77.8	11.1	11.1

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	45	48.9	37.8	13.3	35	60.0	31.4	8.6
Development grant	47	59.6	27.7	12.8	35	51.4	34.3	14.3
Teacher grant (TLM)	46	60.9	26.1	13.0	36	77.8	11.1	11.1

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

Right to Education Indicators

Table 17: Schools by enrollment 2010

School enrollment	Number of schools	% of schools
1-60	9	9.4
61-90	11	11.5
91-120	8	8.3
› 120	68	70.8
Total	96	100.0

Table 18: Pupil to teacher ratio compared to RTE norms 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	14.3	28.6			57.1			100
61-90	36.4		9.0		54.6			100
91-120		42.9		0.0		57.1		100
› 120			11.0		14.0	75.0		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 9% of schools are at norm (i.e. have 3 teachers), 36.4% are below the norm and 54.6% are above the norm.

Table 19: Schools by number of teachers 2010

Number of teachers	Number of schools	% of schools
1	4	4.5
2	7	7.9
3	7	7.9
4	3	3.4
5	15	16.9
6	15	16.9
≥7	38	42.7
Total	89	100.0

Table 20: Teacher to classroom ratio compared to RTE norms 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	0.0			100.0				100
2	0.0		33.3			66.7			100
3		25.0		0.0		75.0			100
4		50.0			50.0		0.0		100
5			20.0			40.0	40.0		100
6			50.0				20.0	30.0	100
≥7				56.5				43.5	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, none of the schools are at norm (i.e. have 3 classrooms), 25% are below the norm and 75% are above the norm.

Table 21: Facilities compared to RTE norms 2010

% of schools with		
Building	Office/Store/Office cum store	88.8
	Playground	89.7
	Boundary wall	19.0
Drinking water	No facility for drinking water	32.6
	Facility but no drinking water available	27.4
	Drinking water available	40.0
Toilet	No toilet facility	8.6
	Facility but toilet not useable	44.1
	Toilet useable	47.3
Girls toilet	% Schools with no separate provision for girls toilets	48.5
	Of schools with separate girls toilets, % schools where	
	Toilet locked	18.2
	Toilet not useable	3.0
	Toilet useable	30.3
TLM	Teaching learning material in Std 2	52.7
	Teaching learning material in Std 4	32.3
Library	No library	64.6
	Library but no books being used by children on day of visit	15.6
	Library books being used by children on day of visit	19.8
MDM	Kitchen shed for cooking midday meal	88.4
	Midday meal served in school on day of visit	75.3

Note: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

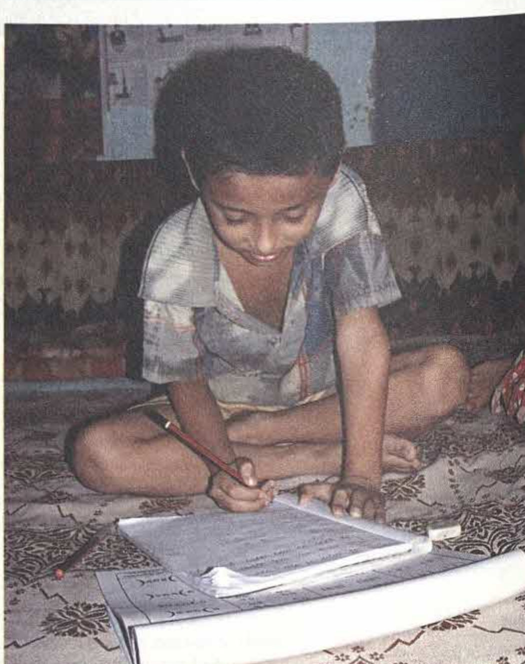
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



UTTARAKHAND

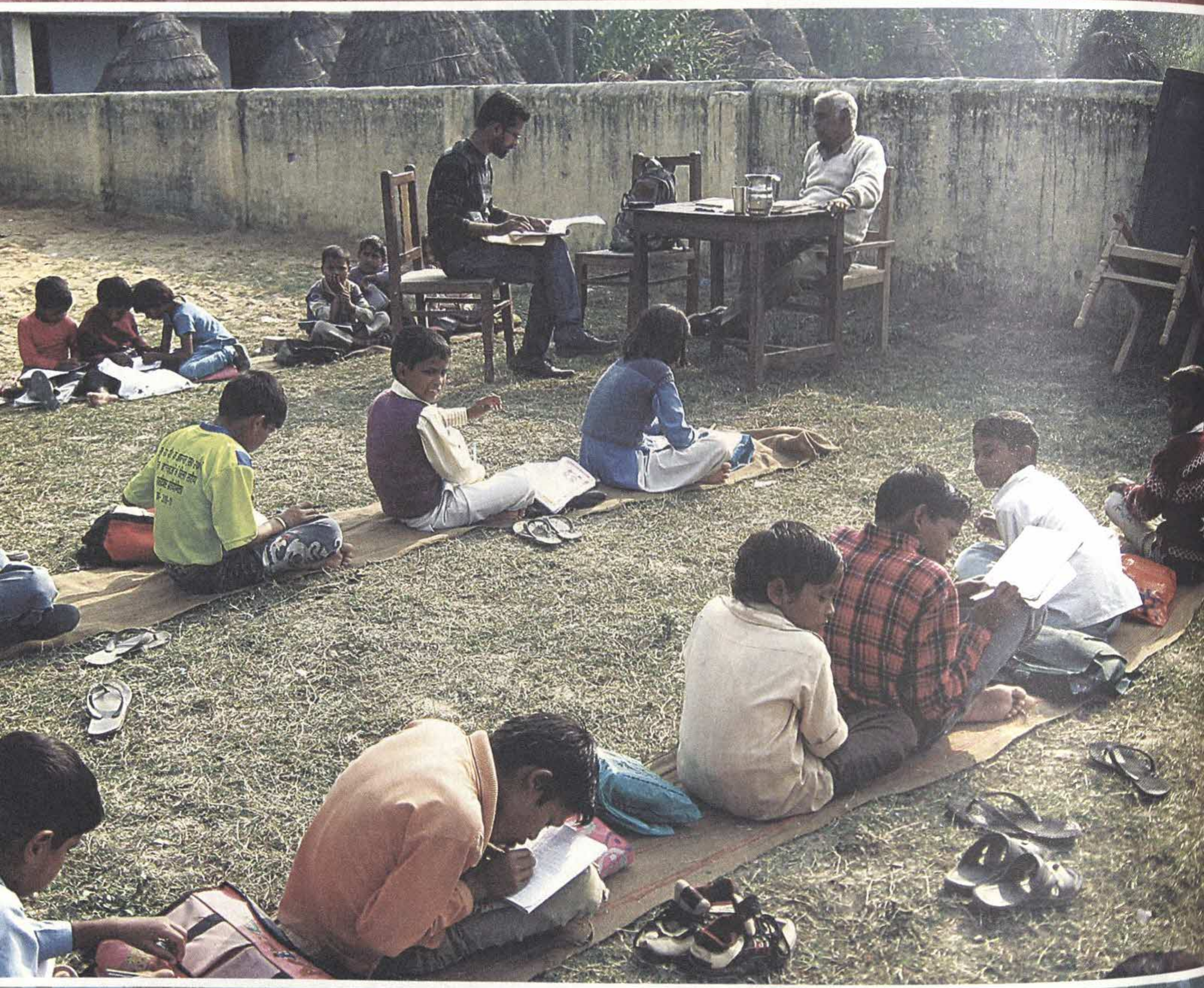
UTTAR PRADESH

WEST BENGAL

DADRA AND NAGAR HAVELI

DAMAN AND DIU

PUDUCHERRY



UTTARAKHAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 13 OUT OF 13 DISTRICTS

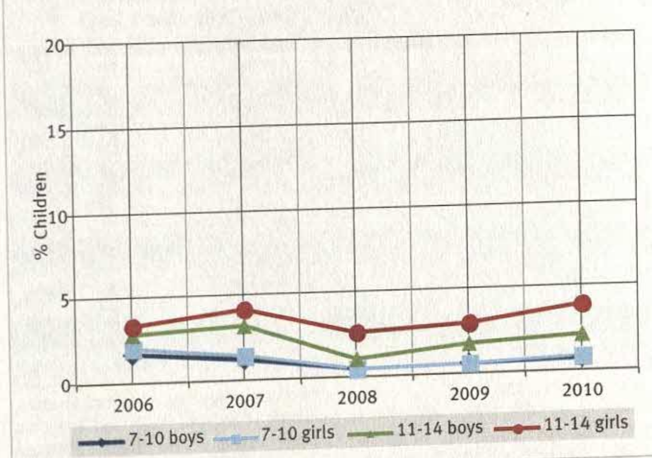
School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	68.0	29.0	1.3	1.7	100
Age: 7-16 ALL	69.3	26.5	1.1	3.1	100
Age: 7-10 ALL	65.4	32.4	1.5	0.7	100
Age: 7-10 BOYS	62.2	35.4	1.7	0.7	100
Age: 7-10 GIRLS	69.2	28.8	1.2	0.8	100
Age: 11-14 ALL	72.2	23.9	0.9	3.0	100
Age: 11-14 BOYS	69.8	26.8	1.3	2.2	100
Age: 11-14 GIRLS	74.9	20.6	0.5	4.0	100
Age: 15-16 ALL	72.7	18.1	0.5	8.8	100
Age: 15-16 BOYS	71.7	19.9	0.5	7.9	100
Age: 15-16 GIRLS	73.8	16.1	0.4	9.7	100

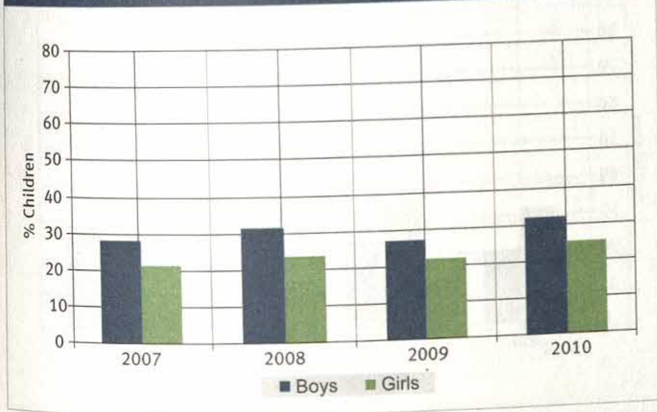
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 3.4% in 2006 to 4.1% in 2007 to 2.7% in 2008, 3% in 2009 and to 4% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 32.2% of all boys (age 6-14) were enrolled in private school and 25.3% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	35.2	38.9	15.3	5.3	5.2								100
II	5.1	19.5	41.0	21.3	7.2	5.8							100
III	3.0		15.2	44.7	19.3	12.2	5.7						100
IV	3.8			17.5	34.9	28.3	6.3	9.2					100
V	5.2				9.3	43.4	19.3	14.0	8.8				100
VI	4.7					13.8	31.8	32.8	9.8	7.1			100
VII	4.1						9.0	45.0	22.0	13.1	6.9		100
VIII	4.7							15.5	35.6	27.7	11.4	5.1	100

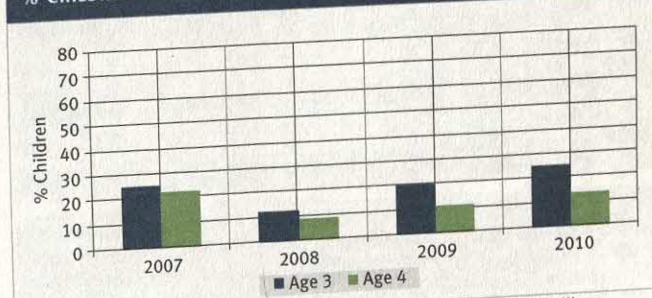
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 44.7% children are 8 years old but there are also 15.2% who are 7, 19.3 % who are 9,12.2 % who are 10 years old, etc.

Young Children in Pre-School and School

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	59.0	15.9				25.1	100
Age 4	56.9	29.1				14.1	100
Age 5	14.1	7.2	41.1	32.3	1.5	3.9	100
Age 6	2.7	4.3	56.9	32.2	1.6	2.4	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 87% of sampled villages reported having an anganwadi in the village.

How to read this chart: For example, in 2010, 25.1% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	28.9	45.6	16.3	4.5	4.8	100
II	9.3	34.6	33.0	11.1	11.9	100
III	3.9	14.1	32.0	26.2	23.8	100
IV	1.9	6.9	16.5	30.2	44.7	100
V	1.8	4.5	6.5	21.5	65.8	100
VI	0.8	2.3	4.3	12.7	79.9	100
VII	0.9	1.8	2.8	7.6	86.9	100
VIII	1.1	0.7	1.5	6.1	90.5	100
TOTAL	6.6	14.8	14.8	15.3	48.6	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 3.9% children cannot even read letters, 14.1% can read letters but not more, 32% can read words but not Std 1 text or higher, 26.2% can read Std 1 text but not Std 2 level text, and 23.8% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

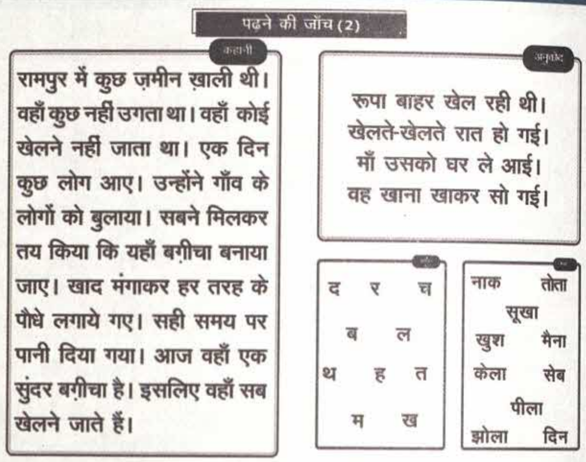


CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

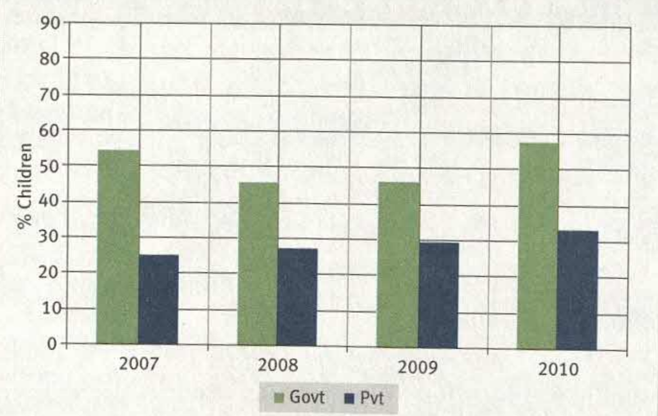
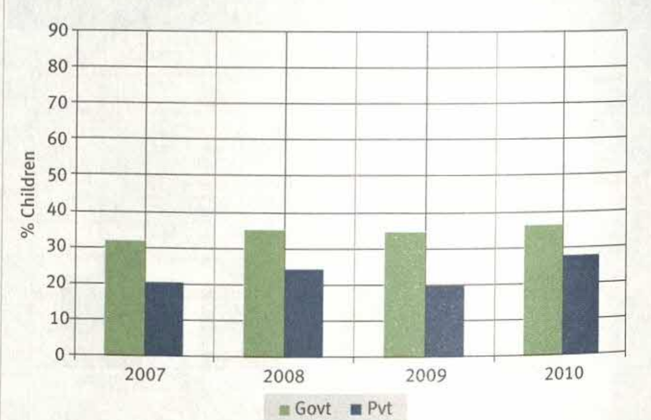


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010

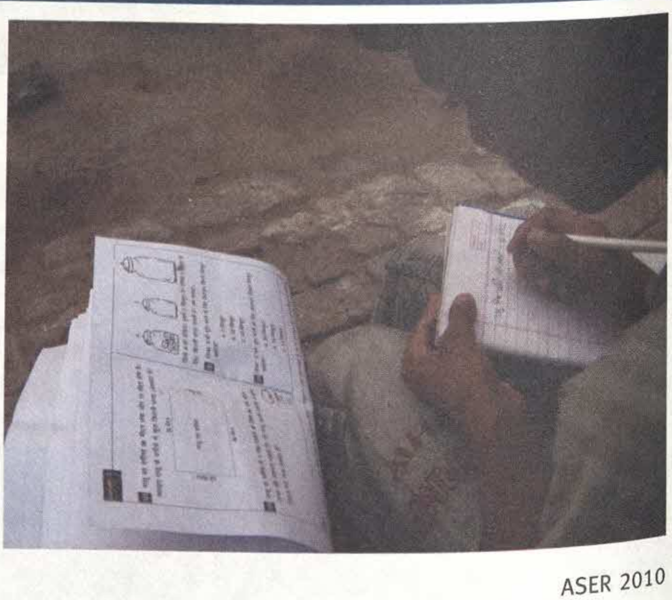


TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	3.6	4.8	3.7	4.8	4.2	5.1	3.5	8.8
	PVT	13.2	17.9	21.3	18.5	19.3	20.7	26.4	24.6
2009	GOVT	4.8	2.8	5.5	5.2	6.5	7.3	7.5	8.4
	PVT	17.5	22.4	28.0	36.4	35.0	41.5	28.4	42.7
2010	GOVT	3.9	6.1	5.7	6.9	7.5	5.3	8.2	8.8
	PVT	19.1	24.8	26.0	27.7	26.1	35.0	26.5	30.9

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	30.1	46.2	16.2	4.1	3.4	100
II	11.3	39.6	30.9	11.2	7.1	100
III	3.5	18.0	38.9	24.9	14.7	100
IV	2.5	8.0	22.3	34.7	32.5	100
V	1.2	6.1	11.8	29.4	51.5	100
VI	0.8	3.6	7.6	20.1	67.8	100
VII	1.0	2.4	6.6	11.8	78.2	100
VIII	1.2	1.4	3.9	9.2	84.3	100
TOTAL	7.0	16.7	17.9	18.3	40.2	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 3.5% children cannot even recognize numbers 1-9, 18% can recognize numbers up to 10 but not more, 38.9% can recognize numbers upto 100 but cannot do subtraction, 24.9% can do subtraction but not division, and 14.7% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

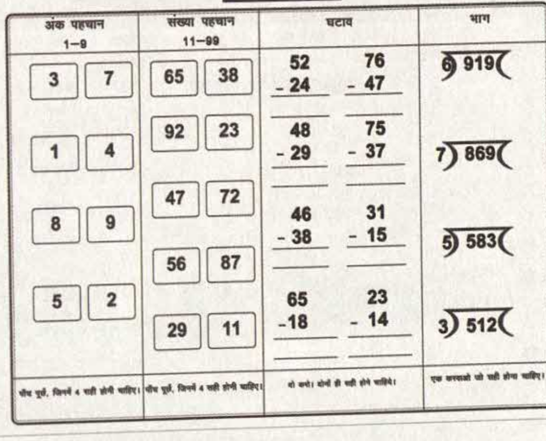


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

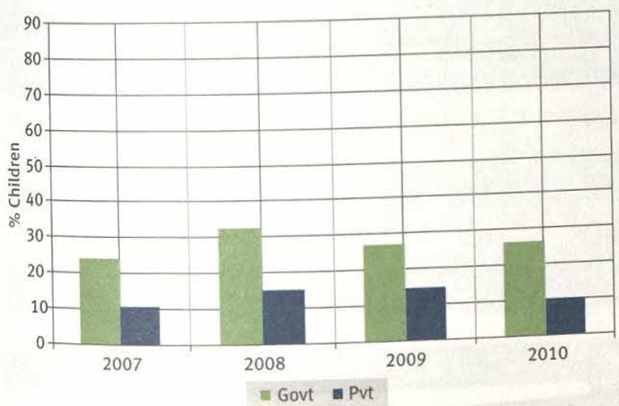
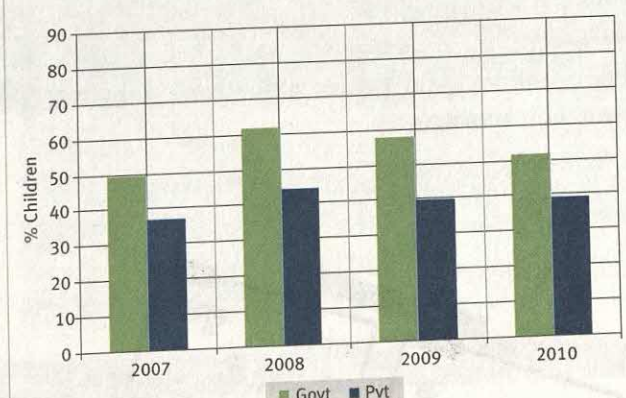


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



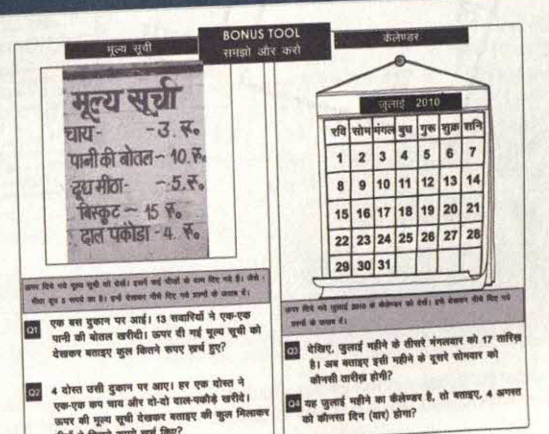
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu			Calendar			Area			Estimation		
	Neither	One	Both	Neither	One	Both	Neither	One	Both	Neither	One	Both
V	24.4	14.9	60.7	36.4	13.9	49.7	46.8	10.6	42.6	37.8	17.1	45.2
VI	18.3	13.2	68.5	29.1	12.4	58.5	39.0	14.6	46.4	35.9	13.1	51.0
VII	11.6	10.4	78.0	18.4	13.6	68.0	32.1	13.3	54.6	26.2	11.6	62.3
VIII	9.5	8.6	81.9	14.5	12.4	73.2	27.7	14.1	58.3	24.3	13.2	62.5

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



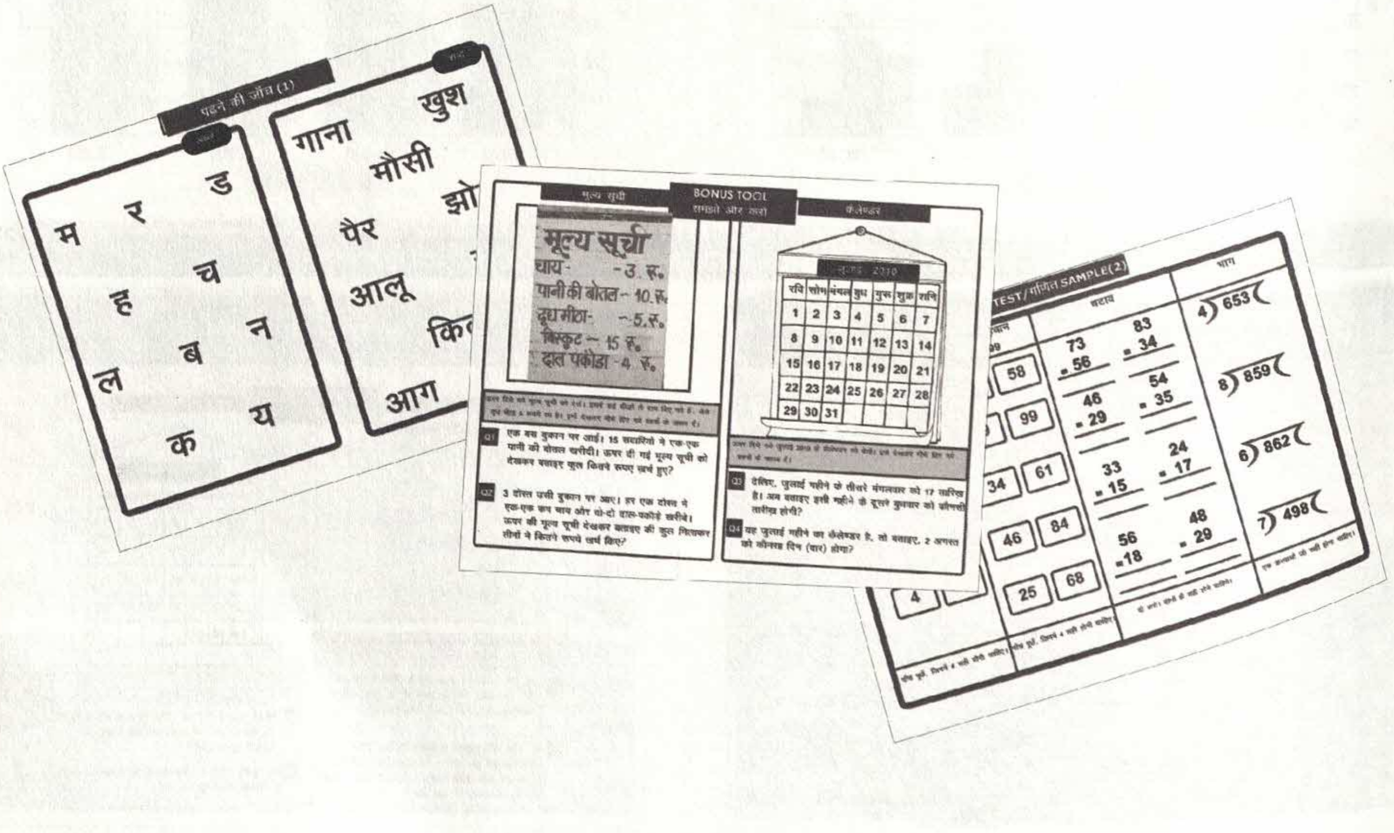
UTTARAKHAND *RURAL*

Annual Status of Education Report
असर ASER 2010 RURAL
Facilitated by PRATHAM

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Almora	82.9	0.0	22.0	13.8	84.4	84.9	76.8	67.8	67.9	61.5	47.4	62.7
Bageshwar	76.8	0.1	10.6	15.0	81.8	77.7	77.4	71.7	79.5	64.4	71.2	56.8
Chamoli	94.5	0.0	15.5	10.2	89.2	84.4	85.1	76.4	79.9	67.2	67.1	51.0
Champawat	69.7	0.5	13.6	6.1	96.2	95.4	79.9	76.8	96.3	96.1	93.5	92.4
Dehradun	80.2	2.3	45.9	27.3	85.9	85.4	72.0	61.3	67.7	46.4	30.0	36.7
Garhwal*		0.2	12.2	5.3	76.4	75.5	65.6	59.9	61.6	45.3	27.2	37.7
Haridwar	75.3	2.9	44.1	21.2	80.1	78.7	62.6	56.3	78.7	75.3	64.8	54.8
Nainital	77.3	3.2	24.0	13.7	78.7	75.4	83.5	75.2	95.2	95.5	88.8	94.1
Pithoragarh	100.0	0.2	27.7	6.5	76.7	76.0	69.6	69.0	55.2	36.2	51.8	43.9
Rudraprayag	96.8	0.2	11.9	4.5	78.4	75.3	79.5	73.7	81.4	71.4	62.7	68.1
Tehri Garhwal	69.2	0.1	16.9	5.7	80.0	70.8	69.9	58.8	55.9	48.5	31.0	33.2
Udham Singh Nagar	77.0	5.5	45.9	13.4	77.4	77.7	61.8	51.2	72.8	65.3	44.0	60.2
Uttarkashi	85.8	0.5	30.2	6.3	67.2	74.9	63.2	46.7	54.7	39.7	48.7	44.5
Total	**80.2**	**1.7**	**29.0**	**12.9**	**80.5**	**78.8**	**71.0**	**62.9**	**71.8**	**61.8**	**50.3**	**54.7**

* Blank cells indicate insufficient data.



UTTARAKHAND *RURAL*

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	316	347	321
Std I-VII/VIII: Primary + Upper Primary	16	7	16
Total schools visited	332	354	337

Table 10: Teacher attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers present (average)	91.6	94.5	91.2	93.7	80.6	85.1
% Schools with no teacher present	0.4	0.3	0.0	0.0	0.0	0.0
% Schools with all teachers present	81.3	84.8	77.9	78.6	66.7	60.0

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	2.3	7.1
Headteacher appointed but not present on day of visit	12.6	21.4
Headteacher appointed & present on day of visit	85.1	71.4
Total	100.0	100.0

Table 12: Student attendance

	2007	2009	2010	2007	2009	2010
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children present (average)	85.6	84.3	89.5	86.6	74.7	94.4
% Schools with less than 50% enrolled children present	4.8	0.9	1.6	6.3	14.3	0.0
% Schools with 75% or more enrolled children present	78.8	79.4	89.3	75.0	57.1	100.0

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	93.6	87.5
Computers but no children using them at time of visit	5.1	6.3
Computers and children using them at time of visit	1.3	6.3
Total	100.0	100.0

Table 14: Multigrade classes

	2007	2009	2010	2007	2009	2010
% Schools in which	Std I-IV/V			Std I-VII/VIII		
Std II children sitting with one or more other classes	67.7	60.9	60.5	60.0	71.4	87.5
Std IV children sitting with one or more other classes	60.9	55.8	55.6	64.3	71.4	85.7

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	269	69.9	22.7	7.4	306	85.0	6.5	8.5
Development grant	269	72.5	20.8	6.7	281	82.6	8.9	8.5
Teacher grant (TLM)	288	86.8	8.0	5.2	284	86.6	6.3	7.0

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information			No. of schools	% Schools reporting grant information		
		Got grant	Did not get grant	Don't know		Got grant	Did not get grant	Don't know
Maintenance grant	311	84.2	10.6	5.1	306	85.0	6.5	8.5
Development grant	308	83.8	12.3	3.9	281	82.6	8.9	8.5
Teacher grant (TLM)	327	94.5	2.5	3.1	284	86.6	6.3	7.0

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

UTTARAKHAND *RURAL*

RIGHT TO EDUCATION INDICATORS

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Table 17: Schools by enrollment 2010

School enrollment	Number of schools	% of schools
1-60	229	69.0
61-90	41	12.4
91-120	15	4.5
› 120	47	14.2
Total	332	100.0

Table 18: Pupil to teacher ratio compared to RTE norms 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	84.3	13.3			2.4			100
61-90	90.9		9.1		0.0			100
91-120		84.6		0.0		15.4		100
› 120			61.4		6.8	31.8		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 9.1% of schools are at norm (i.e. have 3 teachers), 90.9% are below the norm and 0% are above the norm.

Table 19: Schools by number of teachers 2010

Number of teachers	Number of schools	% of schools
1	155	62.5
2	47	19.0
3	18	7.3
4	9	3.6
5	5	2.0
6	5	2.0
≥7	9	3.6
Total	248	100.0

Table 20: Teacher to classroom ratio compared to RTE norms 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	2.9	5.8			91.3				100
2	9.1		24.2			66.7			100
3		28.6		28.6			42.9		100
4		37.5			0.0		62.5		100
5			100.0			0.0	0.0		100
6			100.0				0.0	0.0	100
≥7				66.7				33.3	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 28.6% of schools are at norm (i.e. have 3 classrooms), 28.6% are below the norm and 42.9% are above the norm.

Table 21: Facilities compared to RTE norms 2010

% of schools with		
Building	Office/Store/Office cum store	87.9
	Playground	67.4
	Boundary wall	67.0
Drinking water	No facility for drinking water	22.1
	Facility but no drinking water available	9.7
	Drinking water available	68.3
Toilet	No toilet facility	5.8
	Facility but toilet not useable	37.8
	Toilet useable	56.4
Girls toilet	% Schools with no separate provision for girls toilets	47.7
	Of schools with separate girls toilets, % schools where	
	Toilet locked	11.5
	Toilet not useable	14.0
	Toilet useable	26.9
TLM	Teaching learning material in Std 2	82.4
	Teaching learning material in Std 4	79.1
Library	No library	52.3
	Library but no books being used by children on day of visit	27.2
	Library books being used by children on day of visit	20.4
MDM	Kitchen shed for cooking midday meal	96.3
	Midday meal served in school on day of visit	95.1

Note: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

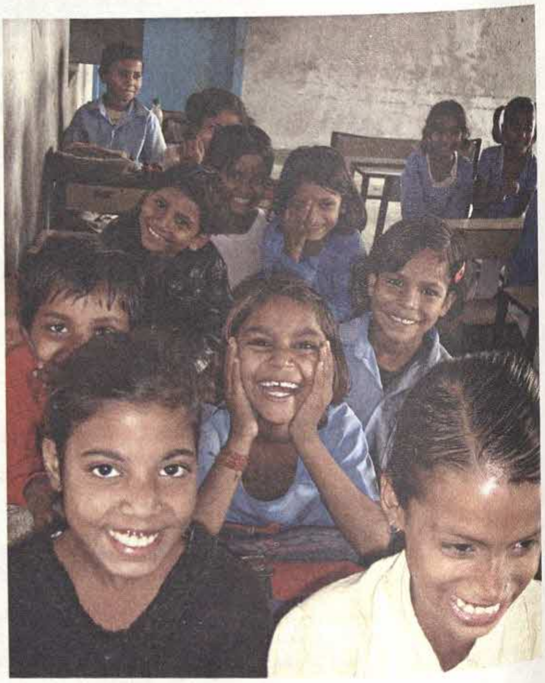
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



UTTAR PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 69 OUT OF 69 DISTRICTS

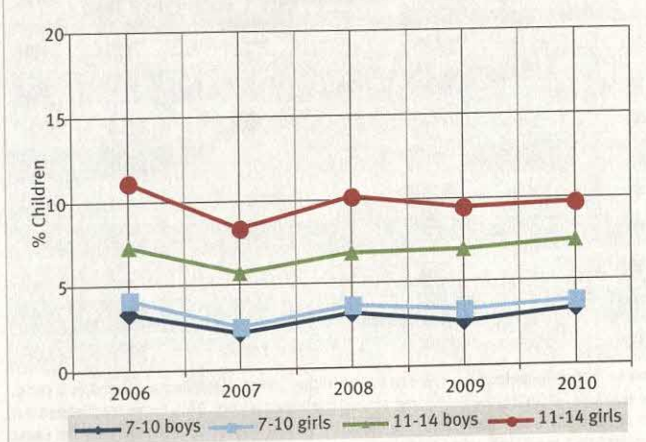
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	53.7	39.3	1.8	5.2	100
AGE: 7-16 ALL	50.1	40.2	1.5	8.2	100
AGE: 7-10 ALL	57.7	36.8	2.0	3.5	100
AGE: 7-10 BOYS	54.9	39.9	1.9	3.3	100
AGE: 7-10 GIRLS	61.0	33.0	2.2	3.8	100
AGE: 11-14 ALL	47.3	43.0	1.3	8.4	100
AGE: 11-14 BOYS	44.9	46.5	1.3	7.4	100
AGE: 11-14 GIRLS	50.2	38.8	1.4	9.7	100
AGE: 15-16 ALL	33.9	43.8	0.6	21.7	100
AGE: 15-16 BOYS	34.6	44.7	0.6	20.2	100
AGE: 15-16 GIRLS	33.1	42.7	0.7	23.6	100

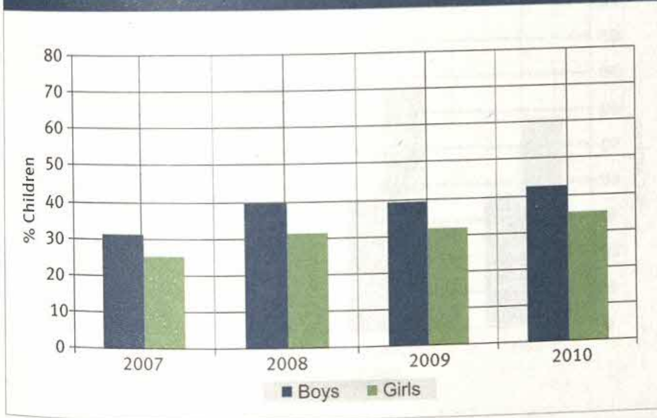
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 11.1% in 2006 to 8.4% in 2007 to 10.2% in 2008, 9.5% in 2009 and to 9.7% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 42.5% of all boys (age 6-14) were enrolled in private school and 35.4% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	26.3	36.5	19.3	10.7	7.3								100
II	3.4	13.2	34.0	29.3	7.3	8.0	4.8						100
III	3.6		11.0	38.0	21.2	15.6	10.6						100
IV	4.3			16.2	27.7	31.3	7.4	8.2	5.0				100
V	6.8				8.1	40.4	18.7	15.3	4.7	6.1			100
VI	4.4					15.4	23.4	35.4	11.4	6.2	3.8		100
VII	7.6						7.9	38.6	25.1	12.9	7.9		100
VIII	5.5							15.3	30.8	29.4	13.4	5.6	100

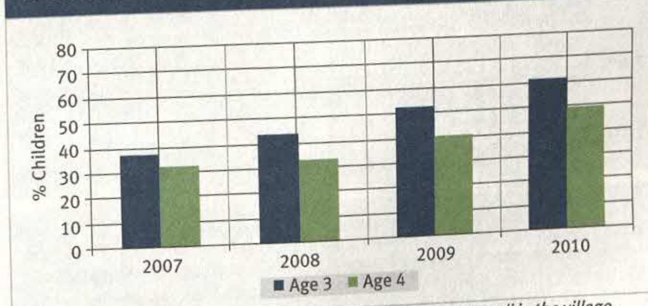
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 38% children are 8 years old but there are also 11% who are 7, 21.2 % who are 9, 15.6 % who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	31.7	7.1				61.2	100
AGE 4	35.3	15.8				48.9	100
AGE 5	5.9	1.1	40.4	30.8	1.9	20.0	100
AGE 6	1.4	0.5	53.1	33.8	2.1	9.1	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 87.3% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 61.2% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	45.3	37.9	11.6	3.2	1.9	100
II	17.7	39.0	26.5	10.2	6.6	100
III	9.6	26.4	28.3	20.4	15.3	100
IV	5.4	16.8	22.8	26.0	28.9	100
V	4.0	11.7	16.1	24.2	44.1	100
VI	1.9	7.7	9.8	20.2	60.4	100
VII	1.3	5.2	6.5	15.3	71.7	100
VIII	1.1	3.5	4.7	13.1	77.6	100
TOTAL	13.6	21.4	16.9	15.9	32.2	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 9.6% children cannot even read letters, 26.4% can read letters but not more, 28.3% can read words but not Std 1 text or higher, 20.4% can read Std 1 text but not Std 2 level text, and 15.3% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

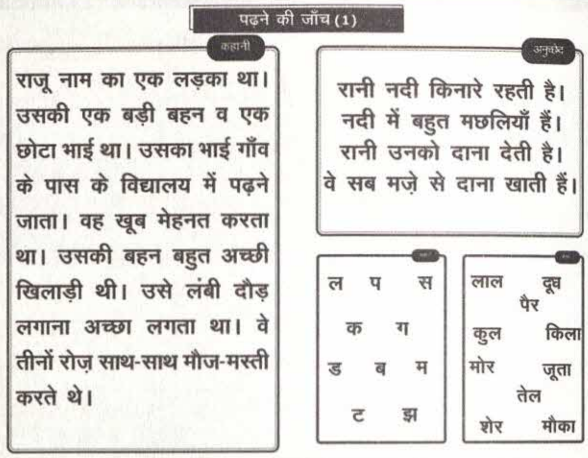


CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

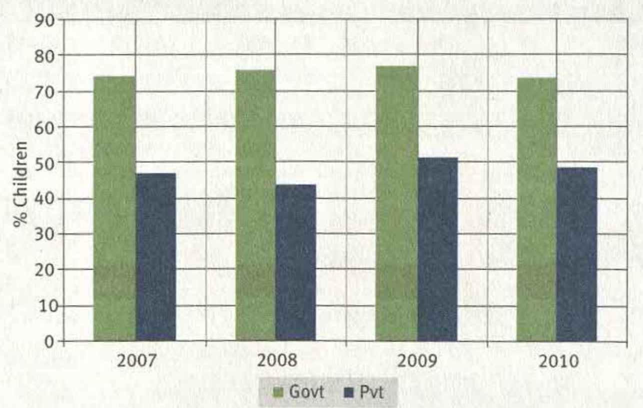
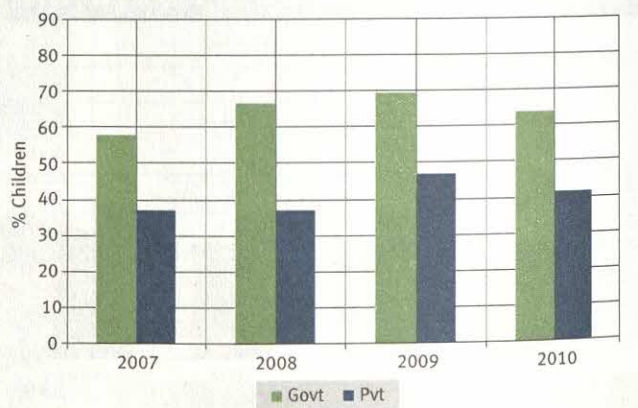


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010

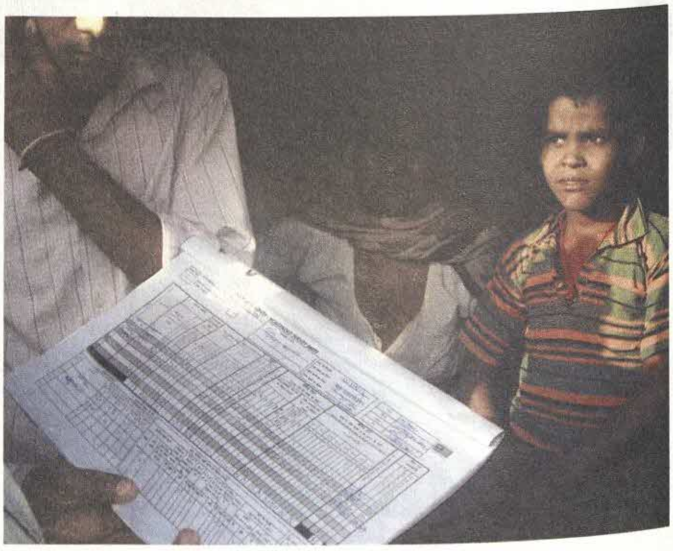


TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	3.8	4.1	4.6	5.8	6.4	7.3	9.0	11.5
	PVT	11.6	15.1	17.0	17.3	19.5	20.1	21.9	24.5
2009	GOVT	5.2	5.9	5.9	6.4	7.3	8.4	9.4	11.8
	PVT	12.8	15.4	18.6	19.6	21.0	19.2	20.7	24.8
2010	GOVT	3.8	4.5	5.1	5.0	7.6	7.3	8.4	9.0
	PVT	10.1	12.4	14.5	16.2	16.8	16.4	17.9	18.9

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	46.5	38.9	12.0	2.0	0.7	100
II	17.9	43.8	27.2	8.6	2.6	100
III	9.0	31.6	35.0	17.9	6.6	100
IV	4.8	21.5	32.7	26.6	14.4	100
V	3.4	15.6	25.3	30.8	25.0	100
VI	1.6	9.7	19.8	31.1	37.8	100
VII	0.9	6.7	16.2	28.2	47.9	100
VIII	0.9	4.7	13.9	24.3	56.2	100
TOTAL	13.5	24.5	23.1	19.3	19.6	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 9% children cannot even recognize numbers 1-9, 31.6% can recognize numbers up to 10 but not more, 35% can recognize numbers upto 100 but cannot do subtraction, 17.9% can do subtraction but not division, and 6.6% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

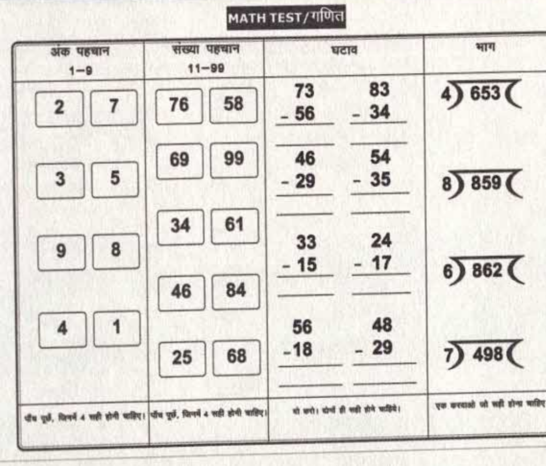


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

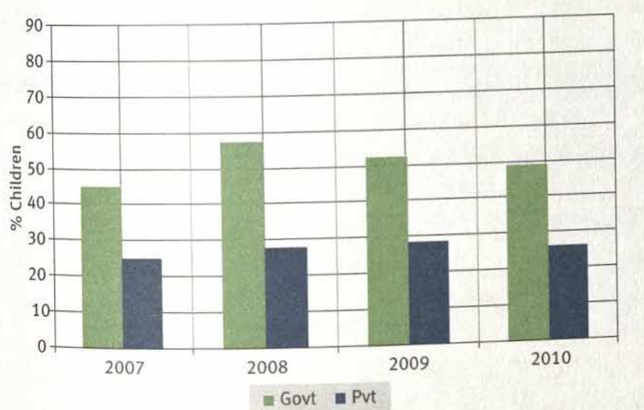
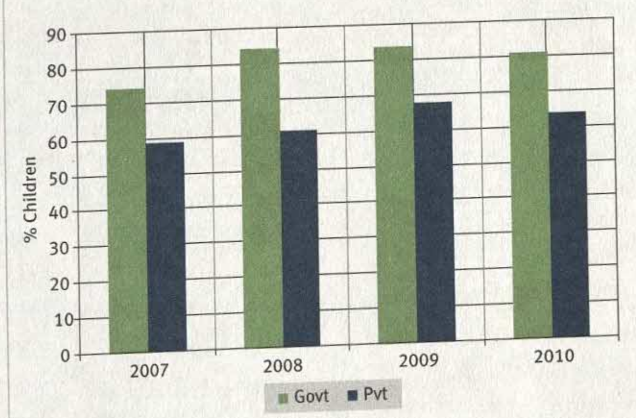


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



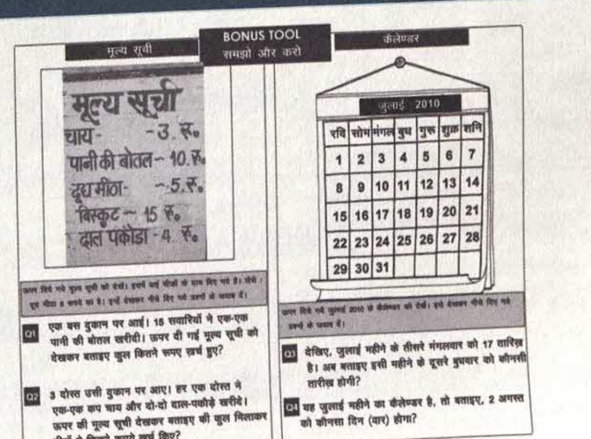
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	47.7	14.4	37.9	65.5	12.6	21.9	70.4	8.5	21.1	60.9	10.6	28.5
VI	37.0	14.9	48.1	56.3	12.9	30.8	61.2	9.2	29.6	52.8	11.3	35.9
VII	27.9	14.6	57.5	47.0	14.6	38.5	53.2	11.2	35.6	45.6	11.2	43.1
VIII	22.8	13.5	63.7	39.5	13.7	46.8	44.5	11.1	44.5	40.6	10.8	48.6

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly	% Children answering both questions correctly	% Children answering both questions correctly	% Children answering both questions correctly
									Menu	Calendar	Area	Estimation
Agra	55.0	3.1	56.6	18.2	67.1	67.6	54.1	44.0	40.7	21.6	49.1	41.7
Aligarh	45.0	8.6	40.6	13.7	53.9	54.4	40.6	34.7	48.2	26.4	36.0	32.7
Allahabad	46.3	4.4	47.3	10.1	58.7	59.7	51.2	38.6	30.5	16.4	9.9	34.3
Ambedkar Nagar	20.6	3.5	41.3	5.6	73.7	80.5	56.2	48.3	59.9	32.4	19.9	37.5
Auraiya	67.4	2.3	48.8	13.0	80.1	74.5	62.5	56.7	65.0	44.3	54.9	45.1
Azamgarh	59.0	1.7	56.9	8.0	67.7	69.4	39.4	26.2	49.5	22.8	14.7	26.3
Baghpat	68.5	1.6	50.4	14.3	74.7	65.5	73.6	62.7	80.1	71.3	52.2	58.3
Bahraich	12.2	18.6	21.3	7.0	43.3	42.2	47.9	30.0	38.5	31.7	24.1	32.4
Ballia	30.8	2.2	44.6	25.8	66.0	64.7	60.6	57.4	61.8	47.4	60.5	40.7
Balrampur	12.4	6.6	14.1	9.1	71.1	74.5	63.5	44.3	60.6	37.8	20.9	24.5
Banda	43.9	3.1	22.9	3.4	57.6	57.6	43.2	26.8	24.7	14.2	12.1	15.8
Barabanki *	58.2	11.1	29.3	4.7	63.8	68.9	41.1	30.9	37.5	28.0		29.6
Bareilly	79.0	7.2	42.5	5.1	68.1	67.3	45.3	29.9	36.4	23.7	61.1	24.9
Basti	24.1	4.3	45.1	5.9	53.4	53.6	47.1	31.7	49.6	31.5	24.4	27.1
Bijnor	67.1	5.2	39.0	15.6	75.2	75.9	55.6	37.7	58.4	32.7	37.2	60.0
Budaun	18.3	19.6	29.4	5.7	60.7	58.6	32.9	26.0	39.3	28.9	48.5	28.8
Bulandshahar	39.7	2.4	47.3	23.1	77.4	75.5	69.7	59.8	64.9	34.2	59.2	60.5
Chandauli	32.7	3.2	35.0	6.7	86.1	81.8	83.9	63.9	57.3	50.8	35.8	63.3
Chitrakoot	40.7	6.3	21.7	4.8	60.3	56.9	45.1	36.1	51.6	40.5	36.2	53.9
Deoria	65.0	1.4	42.8	19.2	78.5	78.1	69.0	62.1	72.6	39.0	14.9	23.7
Etah	53.5	4.8	31.4	3.7	65.6	63.2	53.6	43.8	40.9	35.9	29.7	38.0
Etawah	43.8	1.5	45.9	8.0	66.2	67.8	36.1	32.3	24.6	10.7	28.1	33.6
Faizabad	45.9	2.7	42.8	11.2	74.9	75.7	64.0	46.2	72.9	51.5	27.9	38.0
Farrukhabad	29.1	6.0	43.8	13.1	56.5	56.5	39.2	31.2	37.5	22.5	64.8	31.3
Fatehpur	69.3	3.2	31.6	10.9	57.2	52.8	41.8	30.8	36.5	21.1	5.6	16.2
Firozabad	66.9	5.8	45.3	19.3	69.9	69.9	46.9	36.5	46.4	22.0	32.8	32.5
Gautam Buddha Nagar	36.8	2.1	72.5	12.0	81.4	81.2	68.5	58.9	57.9	30.9	50.0	60.8
Ghaziabad	36.2	3.1	52.7	44.6	88.2	86.7	74.1	67.2	77.7	60.1	14.2	30.5
Ghazipur	48.0	1.1	36.2	33.1	87.8	83.4	72.9	56.8	81.2	75.0	74.4	63.0
Gonda	39.9	7.4	31.4	7.1	45.4	51.9	40.6	24.7	35.0	21.2	27.0	34.0
Gorakhpur	38.6	2.5	54.7	13.0	75.4	77.5	63.7	45.6	32.0	25.7	26.2	48.6
Hamirpur	62.3	6.6	25.4	18.7	75.8	76.2	49.8	46.8	47.6	31.3	43.3	23.6
Hardoi	33.1	6.7	27.2	8.0	54.7	57.3	25.3	17.6	40.4	29.3	60.4	29.8
Hathras	38.0	5.0	37.9	7.5	66.2	60.2	39.8	31.4	57.0	34.2	55.4	24.6
Jalaun	59.6	2.6	28.2	12.0	75.6	75.0	48.2	41.6	51.5	31.1	33.0	21.8
Jaunpur	41.6	2.0	50.5	11.7	80.1	74.1	62.7	44.7	44.9	19.6	21.9	35.7
Jhansi	79.0	3.0	17.5	25.5	75.7	73.3	63.3	59.3	64.7	41.8	33.8	35.4
Jyotiba Phule Nagar	78.8	2.7	42.8	12.1	72.1	72.0	69.3	54.3	59.9	37.6	12.5	16.7
Kannauj	38.0	5.8	33.0	2.5	73.0	69.7	55.9	24.7	40.5	34.7	15.9	22.3

PERFORMANCE OF DISTRICTS

TABLE 21	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly: Menu	% Children answering both questions correctly: Calendar	% Children answering both questions correctly: Area	% Children answering both questions correctly: Estimation
Kanpur Dehat	58.6	1.0	35.2	13.1	77.1	70.8	58.7	49.8	56.0	42.8	65.8	50.4
Kaushambi	54.6	7.9	38.6	14.7	72.8	71.7	53.2	41.5	65.6	41.8	49.5	61.3
Kheri	36.8	5.8	30.7	18.3	69.0	66.3	51.5	34.9	61.4	50.0	34.7	43.1
Kushinagar	37.4	1.2	48.5	11.1	64.1	61.4	59.9	40.6	58.5	46.8	46.5	61.4
Lalitpur	80.2	2.0	9.6	3.5	69.0	67.6	47.9	28.9	79.4	47.5	60.4	62.1
Lucknow	39.0	5.5	45.6	4.0	55.3	61.8	49.6	27.9	29.5	21.5	12.6	43.9
Mahoba	31.7	7.1	25.7	14.0	58.6	56.9	31.4	28.2	42.9	11.8	8.1	21.1
Mahrajganj	42.2	2.0	57.8	6.5	78.6	76.2	76.9	64.1	62.0	60.7	65.6	83.1
Mainpuri	72.7	2.3	44.4	13.2	78.8	77.8	50.0	40.5	46.7	27.1	15.4	24.2
Mathura	48.0	4.4	56.0	18.6	59.3	60.5	53.7	47.5	52.3	38.8	51.3	46.5
Mau	35.6	0.5	48.9	10.8	96.1	93.1	92.1	89.8	54.4	30.4	48.3	78.6
Meerut	52.7	4.9	51.2	12.1	78.8	78.4	74.0	58.5	58.8	38.6	31.8	51.0
Mirzapur	52.4	2.7	31.7	7.7	68.8	66.0	53.5	30.7	40.4	26.1	17.6	24.0
Moradabad	44.6	8.4	52.4	11.9	61.1	62.7	40.3	30.1	57.7	38.1	24.9	35.5
Muzaffarnagar	51.4	8.1	33.1	13.4	73.2	72.2	69.8	63.7	71.4	46.4	76.9	64.2
Pilibhit	34.1	6.1	31.4	14.0	62.6	68.7	33.4	20.4	29.0	15.9	14.8	22.6
Pratapgarh	41.8	2.9	47.2	11.5	65.6	60.5	44.1	28.9	58.9	43.7	45.3	46.4
RaeBareli	45.8	4.6	47.3	3.8	59.7	58.9	39.8	26.2	47.7	22.7	27.9	17.1
Rampur	97.5	14.7	37.3	4.5	56.7	59.8	40.9	32.3	52.4	33.1	65.9	21.8
Saharanpur	53.1	6.2	40.2	11.1	83.6	85.1	57.9	43.1	59.6	37.3	50.0	54.2
Sant Kabir Nagar	39.7	2.8	49.7	4.5	85.8	82.7	70.5	55.6	47.6	27.5	22.6	33.5
Sant Ravidas Nagar	22.7	1.9	39.1	9.9	79.5	74.7	47.5	37.7	45.3	37.4	66.1	57.9
Shahjahanpur	72.5	8.1	30.6	6.8	66.0	57.7	40.8	25.7	50.8	35.8	45.5	31.1
Shrawasti	13.1	7.8	9.3	9.8	63.8	60.7	41.1	26.5	25.9	17.0	14.5	22.8
Siddharthnagar	16.7	7.8	27.5	5.0	61.3	56.9	42.3	31.3	57.7	19.0	4.8	17.4
Sitapur	40.0	9.8	29.7	9.5	49.0	50.0	34.8	28.9	37.2	22.7	39.1	19.0
Sonbhadra	25.8	6.5	13.5	2.2	58.8	58.0	48.7	31.8	26.9	11.3	3.0	24.8
Sultanpur	25.9	5.2	44.0	5.8	44.4	46.0	40.7	23.8	37.0	26.3	41.4	42.8
Unnao	65.0	5.9	35.3	2.1	76.0	73.6	54.9	48.9	39.1	24.3	40.9	15.6
Varanasi	69.5	2.0	41.5	11.7	73.6	73.3	60.2	42.8	44.9	33.0	20.0	39.3
Total	**44.9**	**5.2**	**39.3**	**11.4**	**67.3**	**66.6**	**52.7**	**40.2**	**50.2**	**33.0**	**31.8**	**37.8**

UTTAR PRADESH *RURAL*

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	1885	1799	1633
Std I-VII/VIII: Primary + Upper Primary	99	90	263
Total schools visited	1984	1889	1896

Table 10: Teacher attendance

Type of school	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
% Teachers present (average)	92.0	89.3	81.0	90.8	85.8	79.8
% Schools with no teacher present	0.1	0.1	0.6	0.0	0.0	0.0
% Schools with all teachers present	75.8	69.9	53.1	70.7	60.5	46.9

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	5.4	4.8
Headteacher appointed but not present on day of visit	26.0	24.7
Headteacher appointed & present on day of visit	68.6	70.6
Total	100.0	100.0

Table 12: Student attendance

Type of school	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
% Enrolled children present (average)	64.4	59.7	57.6	64.5	61.7	57.6
% Schools with less than 50% enrolled children present	19.8	27.0	30.5	22.7	20.2	26.6
% Schools with 75% or more enrolled children present	31.0	20.4	17.4	35.1	20.2	11.8

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	98.8	97.0
Computers but no children using them at time of visit	0.8	3.0
Computers and children using them at time of visit	0.4	0.0
Total	100.0	100.0

Table 14: Multigrade classes

% Schools in which	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
Std II children sitting with one or more other classes	42.7	50.1	51.4	44.4	43.2	48.4
Std IV children sitting with one or more other classes	43.1	50.0	46.5	42.6	40.0	42.0

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information: Got grant	Did not get grant	Don't know	No. of schools	% Schools reporting grant information: Got grant	Did not get grant	Don't know
Maintenance grant	1521	42.2	30.9	26.9	1585	67.4	5.1	27.5
Development grant	1498	36.7	34.9	28.4	1556	61.8	9.0	29.2
Teacher grant (TLM)	1538	51.2	29.6	19.3	1520	74.9	6.4	18.7

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009				April 2009-March 2010			
	No. of schools	% Schools reporting grant information: Got grant	Did not get grant	Don't know	No. of schools	% Schools reporting grant information: Got grant	Did not get grant	Don't know
Maintenance grant	1668	65.9	11.7	22.4	1585	67.4	5.1	27.5
Development grant	1636	59.1	16.1	24.9	1556	61.8	9.0	29.2
Teacher grant (TLM)	1674	74.6	10.2	15.2	1520	74.9	6.4	18.7

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

Right to education indicators

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Table 17: Schools by enrollment 2010

School enrollment	Number of schools	% of schools
1-60	87	4.6
61-90	188	9.9
91-120	300	15.9
› 120	1316	69.6
Total	1891	100.0

Table 18: Pupil to teacher ratio compared to RTE norms 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	19.8	34.9	45.4					100
61-90	50.3		31.6	18.2				100
91-120	77.6			15.3	7.1			100
› 120	86.9				6.5	6.5		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 31.6% of schools are at norm (i.e. have 3 teachers), 50.3% are below the norm and 18.2% are above the norm.

Table 19: Schools by number of teachers 2010

Number of teachers	Number of schools	% of schools
1	132	7.1
2	556	29.9
3	620	33.4
4	345	18.6
5	112	6.0
6	50	2.7
≥7	44	2.4
Total	1859	100.0

Table 20: Teacher to classroom ratio compared to RTE norms 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	13.0	87.0						100
2	5.0		20.0	75.0					100
3	15.4			29.2	55.4				100
4	33.4				26.5	40.1			100
5	37.6					44.6	17.8		100
6	60.5						18.6	20.9	100
≥7	65.9							34.1	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 29.2% of schools are at norm (i.e. have 3 classrooms), 15.4% are below the norm and 55.4% are above the norm.

Table 21: Facilities compared to RTE norms 2010

% of schools with		
Building	Office/Store/Office cum store	88.6
	Playground	60.8
	Boundary wall	44.4
Drinking water	No facility for drinking water	6.9
	Facility but no drinking water available	10.9
	Drinking water available	82.2
Toilet	No toilet facility	6.7
	Facility but toilet not useable	44.0
	Toilet useable	49.2
Girls toilet	% Schools with no separate provision for girls toilets	24.9
	Of schools with separate girls toilets, % schools where	
	Toilet locked	25.4
	Toilet not useable	14.2
	Toilet useable	35.6
TLM	Teaching learning material in Std 2	73.5
	Teaching learning material in Std 4	69.6
Library	No library	51.4
	Library but no books being used by children on day of visit	25.8
	Library books being used by children on day of visit	22.9
MDM	Kitchen shed for cooking midday meal	89.3
	Midday meal served in school on day of visit	71.2

Note: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

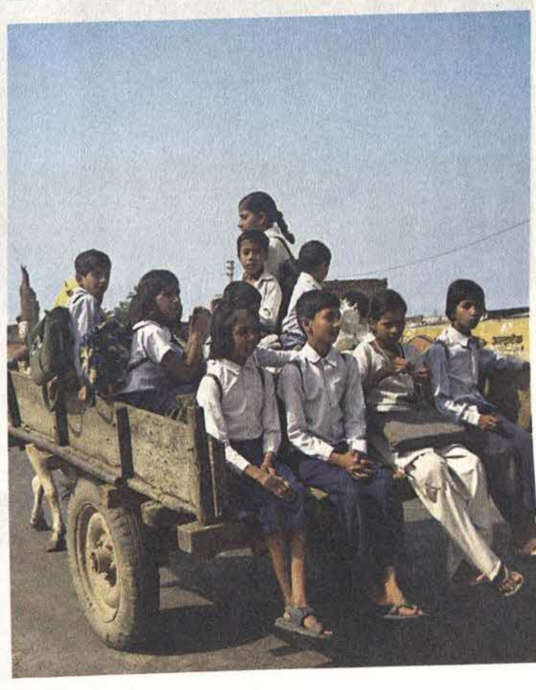
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

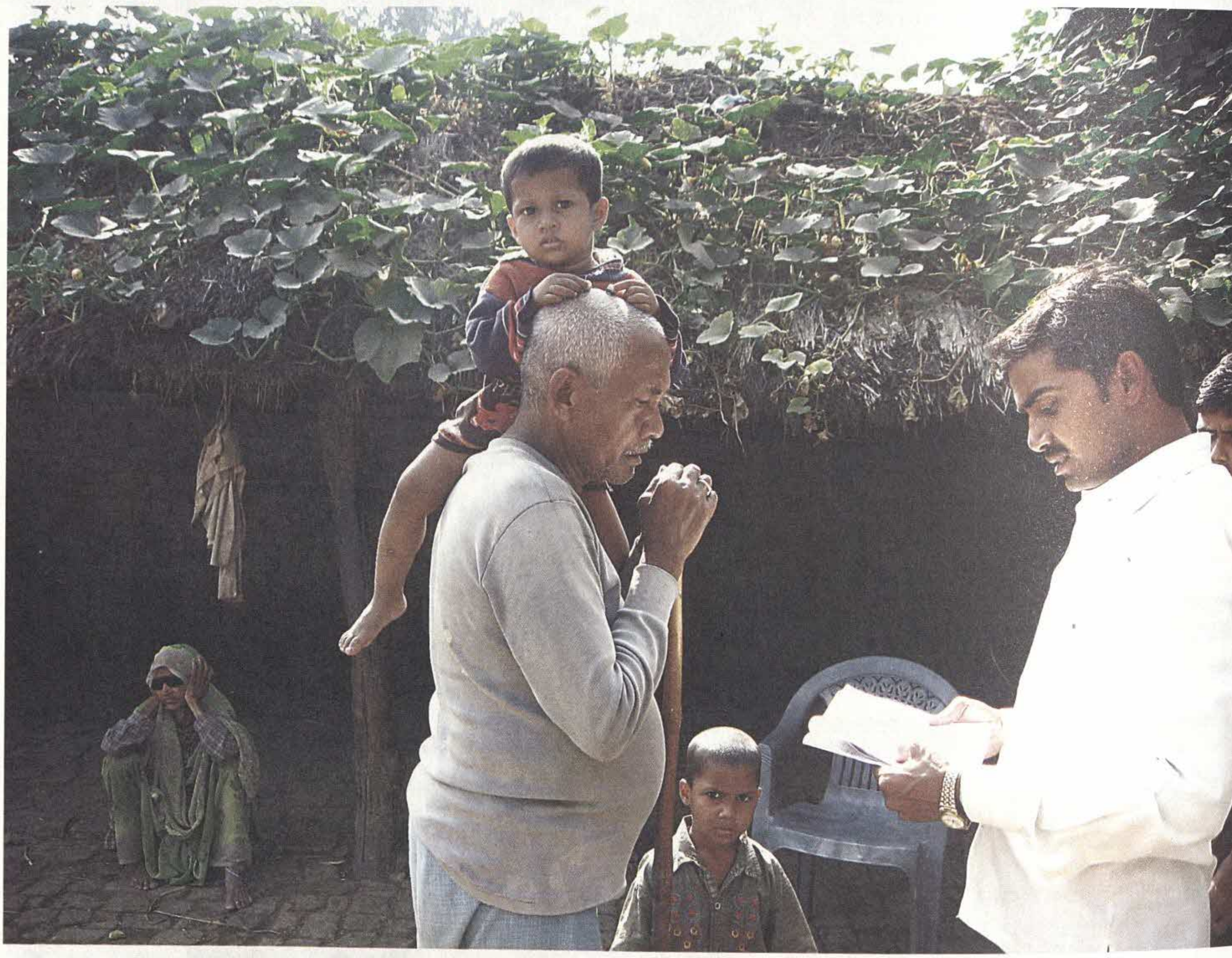
Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.





WEST BENGAL *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 17 OUT OF 17 DISTRICTS

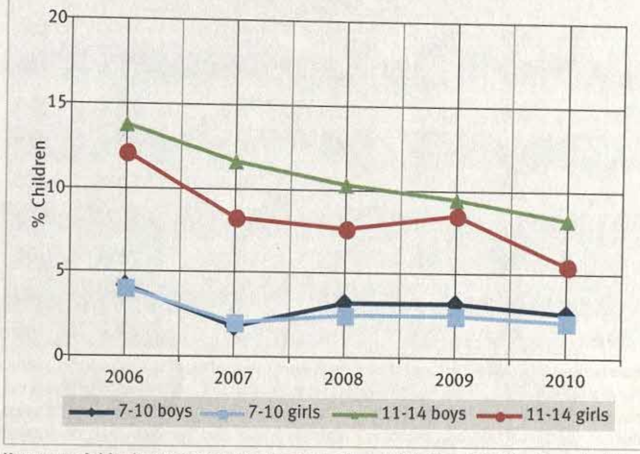
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	87.3	5.9	2.3	4.6	100
AGE: 7-16 ALL	85.6	4.3	2.3	7.8	100
AGE: 7-10 ALL	87.6	8.1	1.9	2.4	100
AGE: 7-10 BOYS	87.4	8.1	1.9	2.6	100
AGE: 7-10 GIRLS	87.8	8.2	1.9	2.1	100
AGE: 11-14 ALL	88.3	1.9	3.0	6.9	100
AGE: 11-14 BOYS	86.8	2.0	2.9	8.3	100
AGE: 11-14 GIRLS	89.8	1.7	3.1	5.5	100
AGE: 15-16 ALL	75.4	0.9	2.0	21.7	100
AGE: 15-16 BOYS	72.4	0.6	1.6	25.4	100
AGE: 15-16 GIRLS	78.8	1.2	2.5	17.5	100

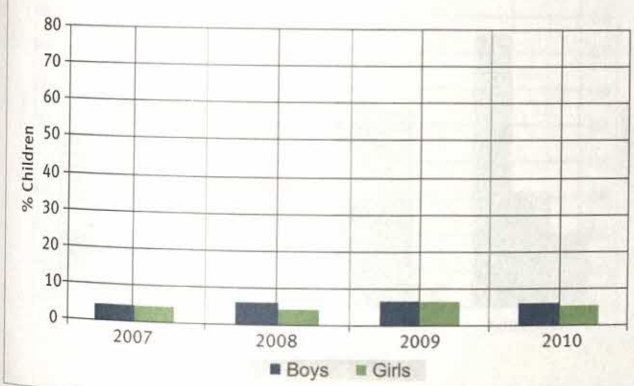
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 12.1% in 2006 to 8.3% in 2007 to 7.7% in 2008, 8.5% in 2009 and to 5.5% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 6.2% of all boys (age 6-14) were enrolled in private school and 5.6% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	24.7	41.3	19.6	8.4	2.7	3.2							100
II	4.0	13.0	38.3	27.5	8.4	5.2	3.6						100
III	3.5		13.7	35.6	26.0	13.8	7.5						100
IV	3.2			14.7	28.1	35.1	7.8	6.5	4.6				100
V	3.0				6.7	36.6	25.8	17.1	5.2	3.5	2.1		100
VI	1.9					10.1	26.2	36.4	14.5	7.4	3.4		100
VII	0.9					2.7	6.1	35.9	30.8	15.5	5.4	2.7	100
VIII	2.2							11.5	28.7	34.0	14.8	8.7	100

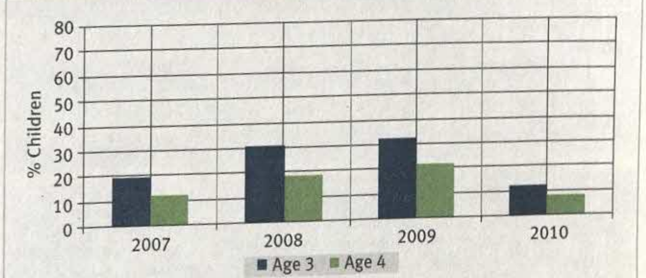
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 35.6% children are 8 years old but there are also 13.7% who are 7, 26% who are 9, 13.8% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	83.9	3.9				12.2	100
AGE 4	80.6	11.6				7.8	100
AGE 5	29.8	2.1	45.4	11.8	1.6	9.4	100
AGE 6	6.1	1.8	73.2	12.5	1.0	5.3	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 92.1% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 12.2% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	18.9	46.1	22.5	7.2	5.3	100
II	7.2	30.4	31.2	19.3	12.0	100
III	3.8	19.2	24.8	26.9	25.4	100
IV	1.2	9.4	18.2	30.8	40.4	100
V	0.4	6.2	11.7	28.0	53.9	100
VI	0.7	3.6	7.4	21.9	66.5	100
VII	0.2	2.2	5.4	16.4	75.8	100
VIII	0.2	1.4	2.1	13.3	83.0	100
TOTAL	4.5	15.9	16.2	20.7	42.8	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 3.8% children cannot even read letters, 19.2% can read letters but not more, 24.8% can read words but not Std 1 text or higher, 26.9% can read Std 1 text but not Std 2 level text, and 25.4% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

ভাষা মূল্যায়ন-৪

কাহিনী

ছুটির দিনে খুব মজা হয়। পড়া থাকে না। লেখা থাকে না। বাবার বকুনি থাকে না। শুধু খেলা আর খেলা। পাশের বাড়ির তাতাই, বাবাই ও আমি খেলা করি। কখনো ব্যাট-বল খেলি, কখনো চোর-পুলিশ। কখনো মায়ের চোখ ফাঁকি দিয়ে সীমার সাথে লুডো খেলা। এবারের ছুটি শেষ তাই খুব মন খারাপ। পরের বারের ছুটিতে দীঘা বেড়াতে যাবো। বড়মামা এসে আমাদের নিয়ে যাবে বলেছে।

অনুচ্ছেদ

আমাদের দেশে অনেক নদী।
ছোট বড়ো কতো জলাশয়।
যেখানেই জল সেখানেই মাছ।
জলাশয়ে মাছ চাষ করা হয়।

বর্ণ

ছ ম ব
জ ল
ক ন স
দ ট

শব্দ

ভোর হাঁস
মাসি রমা
জাম তেল
নদী ফুল
পাতা পুজা

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

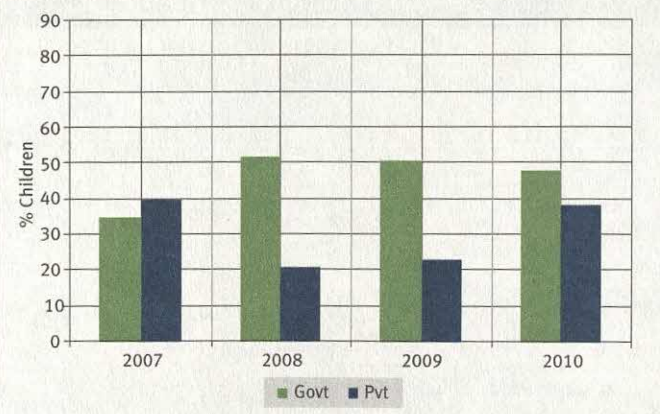
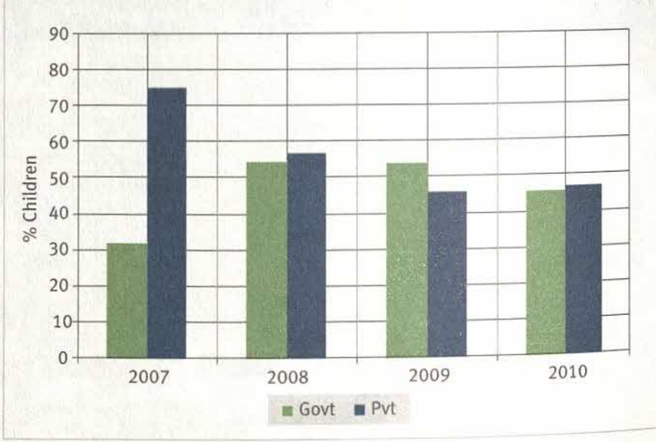


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	30.6	45.6	63.0	74.0	83.3	84.9	83.7	88.5
	PVT	40.5	54.9	59.5	67.0	62.7	68.6	75.6	89.7
2009	GOVT	51.5	63.9	68.7	74.2	75.6	80.8	85.7	86.6
	PVT	63.9	71.4	74.4	83.6	87.7	79.2	78.9	71.2
2010	GOVT	50.6	63.9	69.8	68.6	75.6	76.1	80.1	83.1
	PVT	60.7	73.1	65.0	65.1	65.4	61.3	75.4	72.9

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	19.6	47.4	21.8	9.0	2.1	100
II	6.2	32.8	34.4	20.5	6.1	100
III	2.4	21.4	30.2	31.4	14.8	100
IV	1.7	10.7	24.6	34.1	28.8	100
V	0.7	7.3	20.1	34.2	37.7	100
VI	0.5	2.2	13.5	32.9	50.9	100
VII	0.2	2.0	13.2	24.7	59.9	100
VIII	0.7	1.0	11.4	19.2	67.7	100
TOTAL	4.3	16.6	21.7	25.8	31.6	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 2.4% children cannot even recognize numbers 1-9, 21.4% can recognize numbers up to 10 but not more, 30.2% can recognize numbers upto 100 but cannot do subtraction, 31.4% can do subtraction but not division, and 14.8% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

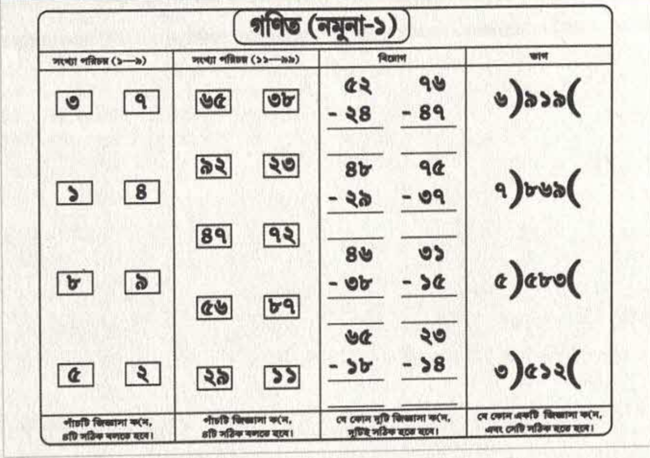


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

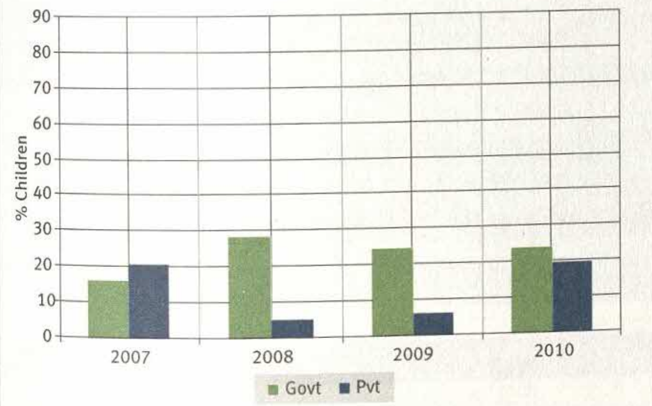
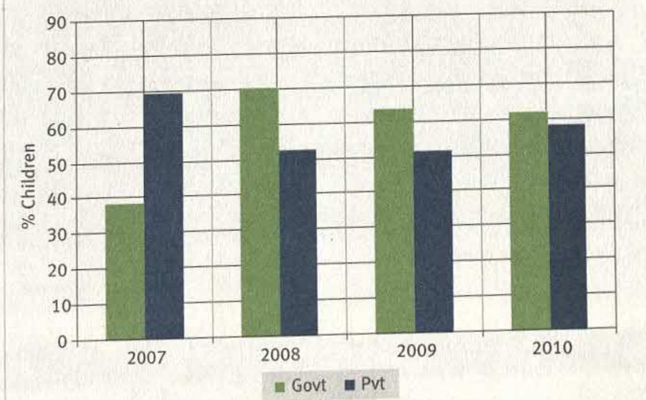


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



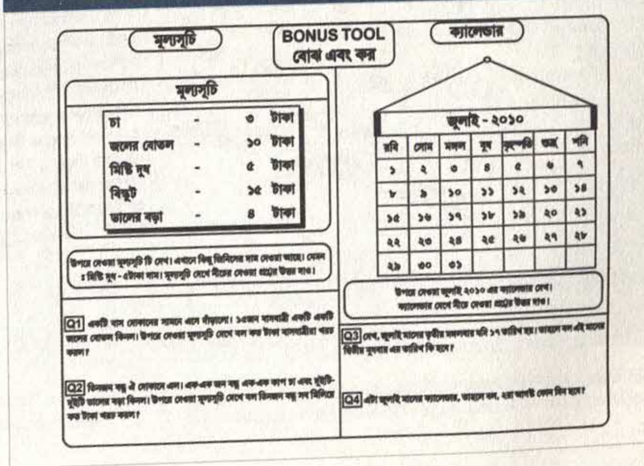
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	37.1	23.2	39.7	56.1	17.1	26.8	79.0	7.7	13.4	59.6	12.4	28.0
VI	30.6	20.5	48.9	44.5	17.6	38.0	68.3	10.2	21.5	50.2	14.0	35.8
VII	24.8	25.1	50.1	36.6	20.1	43.4	62.8	11.1	26.2	45.4	14.9	39.7
VIII	20.9	20.3	58.8	30.2	19.4	50.4	55.7	12.8	31.5	41.8	13.3	44.9

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



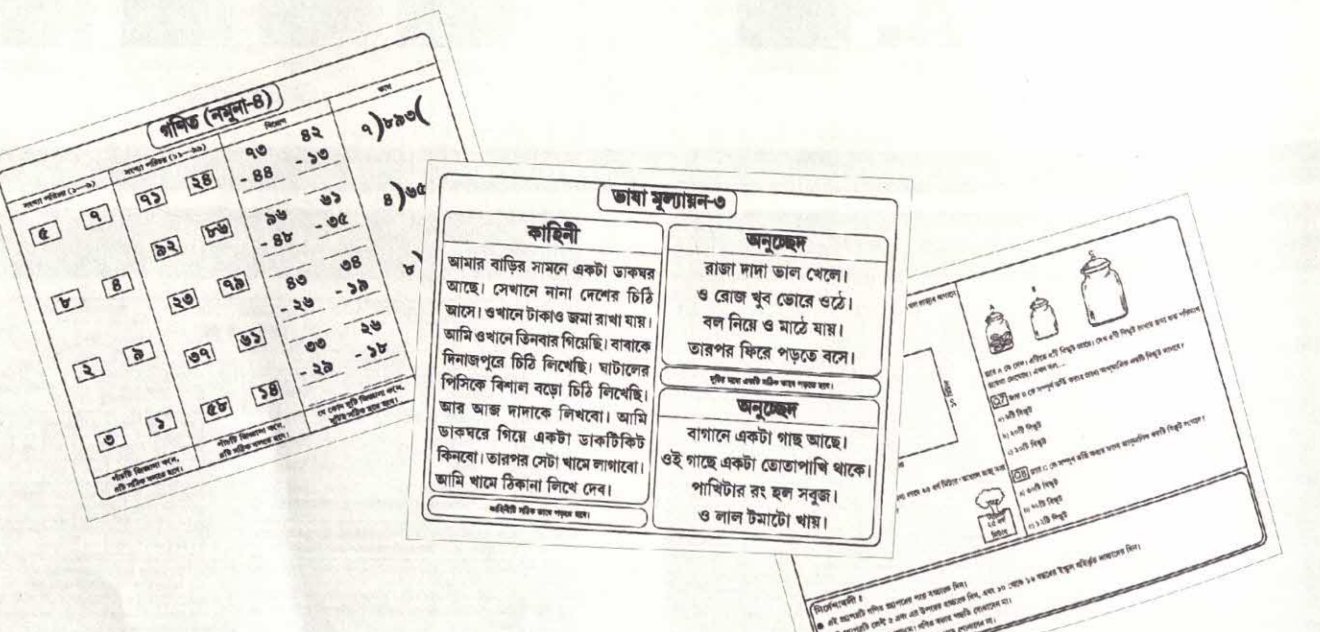
WEST BENGAL *RURAL*

ASER 2010

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Bankura	99.0	5.8	2.2	67.1	89.1	88.8	73.0	59.9	47.9	30.6	21.9	38.6
Barddhaman	100.0	3.8	3.4	87.5	89.0	87.3	69.6	67.1	62.0	48.6	35.5	47.4
Birbhum	96.9	6.5	3.5	65.3	80.7	86.1	48.5	41.7	57.6	40.6	18.8	27.9
Dakshin Dinajpur	98.2	4.5	7.6	68.1	92.3	91.7	63.0	62.2	47.7	29.5	25.0	35.0
Darjiling	63.8	0.9	31.3	49.6	99.2	100.0	66.7	67.6	59.6	45.2	15.2	22.1
Haora	98.5	4.4	4.4	90.3	92.5	95.2	71.6	62.0	56.7	48.8	21.4	41.6
Hugli	94.9	3.1	4.3	90.6	96.8	95.7	91.3	79.9	57.1	46.6	28.4	48.0
Jalpaiguri	75.5	3.7	8.7	62.4	79.8	79.5	48.5	30.7	32.2	27.7	19.0	27.9
KochBihar*		2.8	3.7	76.5	77.3	86.7	58.8	49.1	37.0	23.5	14.4	25.2
Maldah	90.5	6.9	14.0	64.9	77.5	74.8	55.0	46.9	41.1	30.0	18.7	24.0
Medinipur	96.9	1.8	4.1	85.5	97.6	96.9	86.3	81.0	48.2	50.2	29.3	39.0
Murshidabad	73.3	6.3	4.3	73.3	86.1	81.7	63.0	56.6	59.9	38.3	17.5	31.8
Nadia	89.3	4.5	1.3	86.2	89.7	88.3	70.5	40.8	25.2	16.3	10.4	27.3
North 24 Parganas	97.7	3.2	6.2	82.5	94.2	94.2	56.3	51.5	55.4	43.4	28.1	51.2
Puruliya	95.8	6.8	3.4	40.5	71.2	75.1	59.6	62.9	49.1	26.3	8.5	12.5
South 24 Parganas	93.5	3.8	6.5	84.7	88.4	87.5	80.7	61.8	35.3	34.3	18.0	48.3
Uttar Dinajpur	37.3	11.4	7.7	56.0	66.4	71.0	48.8	43.7	46.2	32.7	17.8	38.9
Total	**90.1**	**4.6**	**5.9**	**76.0**	**86.6**	**86.8**	**68.5**	**60.4**	**49.1**	**39.3**	**22.9**	**36.9**

* Blank cells indicate insufficient data.



WEST BENGAL RURAL

As part of ASER 2007, 2009 and 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. The school information is based on this visit.

School observations

Table 9: Total schools visited

Type of school	2007	2009	2010
Std I-IV/V : Primary	395	417	406
Std I-VII/VIII: Primary + Upper Primary	9	7	2
Total schools visited	404	424	408

Table 10: Teacher attendance

Type of school	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
% Teachers present (average)	90.6	87.7	85.6	73.1	82.2	91.1
% Schools with no teacher present	0.0	0.3	0.0	0.0	0.0	0.0
% Schools with all teachers present	71.4	68.4	58.4	60.0	0.0	50.0

Table 11: Headteachers 2010

	Std I-IV/V	Std I-VII/VIII
No headteacher appointed	1.1	0.0
Headteacher appointed but not present on day of visit	4.7	0.0
Headteacher appointed & present on day of visit	94.2	100.0
Total	100.0	100.0

Table 12: Student attendance

Type of school	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
% Enrolled children present (average)	69.7	65.8	68.5	73.0	70.0	65.8
% Schools with less than 50% enrolled children present	14.7	20.9	15.8	12.5	14.3	50.0
% Schools with 75% or more enrolled children present	50.7	39.8	45.7	62.5	28.6	50.0

Table 13: Computers 2010

% Schools with	Std I-IV/V	Std I-VII/VIII
No computers	99.0	50.0
Computers but no children using them at time of visit	0.5	50.0
Computers and children using them at time of visit	0.5	0.0
Total	100.0	100.0

Table 14: Multigrade classes

% Schools in which	Std I-IV/V 2007	Std I-IV/V 2009	Std I-IV/V 2010	Std I-VII/VIII 2007	Std I-VII/VIII 2009	Std I-VII/VIII 2010
Std II children sitting with one or more other classes	36.7	46.6	42.6	22.2	14.3	0.0
Std IV children sitting with one or more other classes	24.6	38.7	33.8	11.1	14.3	0.0

School grants

Table 15: SSA school grants received in first half of financial year 2009-10 and in the full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2009-October 2009 No. of schools	% Schools reporting grant information: Got grant	Did not get grant	Don't know	April 2009-March 2010 No. of schools	% Schools reporting grant information: Got grant	Did not get grant	Don't know
Maintenance grant	327	39.5	53.8	6.7	376	80.3	10.6	9.0
Development grant	325	30.8	61.9	7.4	363	73.6	17.4	9.1
Teacher grant (TLM)	323	45.2	50.2	4.6	374	85.3	8.6	6.2

Table 16: SSA school grants received in full financial year 2008-2009 and full financial year 2009-2010. Primary schools only

SSA school grants to government primary schools only	April 2008-March 2009 No. of schools	% Schools reporting grant information: Got grant	Did not get grant	Don't know	April 2009-March 2010 No. of schools	% Schools reporting grant information: Got grant	Did not get grant	Don't know
Maintenance grant	385	70.4	23.9	5.7	376	80.3	10.6	9.0
Development grant	366	59.8	34.4	5.7	363	73.6	17.4	9.1
Teacher grant (TLM)	376	75.0	20.7	4.3	374	85.3	8.6	6.2

Note: Table 14 compares grants received in the first half of the financial year (from April to October 2009) with grants received through the full financial year (from April 2009 to March 2010). Table 15 compares fund flows to schools across two full financial years. This table tracks fund flows to schools over time. Data reported is only for Primary schools. Data on Primary and Upper Primary Schools will be made available in the forthcoming PAISA 2010 report.

RIGHT TO EDUCATION INDICATORS

TABLE 17: SCHOOLS BY ENROLLMENT 2010

School enrollment	Number of schools	% of schools
1-60	40	10.1
61-90	68	17.2
91-120	74	18.7
› 120	213	53.9
TOTAL	395	100.0

TABLE 18: PUPIL TO TEACHER RATIO COMPARED TO RTE NORMS 2010

School enrollment	Number of teachers							
	1	2	3	4	5	6	≥7	Total
1-60	25.8	32.3	41.9					100
61-90	69.6		16.1	14.3				100
91-120	77.5			15.5	7.0			100
› 120	63.2				17.1	19.7		100

How to read this table: For example, RTE norms state that a school with enrollment of 61-90 students should have 3 teachers. This table shows that for schools in this category, 16.1% of schools are at norm (i.e. have 3 teachers), 69.6% are below the norm and 14.3% are above the norm.

TABLE 19: SCHOOLS BY NUMBER OF TEACHERS 2010

Number of teachers	Number of schools	% of schools
1	20	5.7
2	83	23.7
3	92	26.3
4	79	22.6
5	36	10.3
6	25	7.1
≥7	15	4.3
TOTAL	350	100.0

TABLE 20: TEACHER TO CLASSROOM RATIO COMPARED TO RTE NORMS 2010

Number of Teachers	Number of classrooms								
	0	1	2	3	4	5	6	≥7	Total
1	0.0	6.3	93.8						100
2	6.9		20.8	72.2					100
3	25.6			21.8	52.6				100
4	37.1				54.8	8.1			100
5	86.7					10.0	3.3		100
6	95.0						5.0	0.0	100
≥7	75.0							25.0	100

How to read this table: RTE norms indicate that there should be one classroom for every teacher. This table shows, for example, that for schools with 3 teachers, 21.8% of schools are at norm (i.e. have 3 classrooms), 25.6% are below the norm and 52.6% are above the norm.

TABLE 21: FACILITIES COMPARED TO RTE NORMS 2010

% of schools with		
BUILDING	Office/Store/Office cum store	79.3
	Playground	42.0
	Boundary wall	34.1
DRINKING WATER	No facility for drinking water	19.3
	Facility but no drinking water available	13.5
	Drinking water available	67.2
TOILET	No toilet facility	7.6
	Facility but toilet not useable	36.3
	Toilet useable	56.2
GIRLS TOILET	% Schools with no separate provision for girls toilets	44.5
	Of schools with separate girls toilets, % schools where	
	Toilet locked	15.5
	Toilet not useable	13.6
	Toilet useable	26.5
TLM	Teaching learning material in Std 2	71.7
	Teaching learning material in Std 4	65.3
LIBRARY	No library	50.5
	Library but no books being used by children on day of visit	17.8
	Library books being used by children on day of visit	31.8
MDM	Kitchen shed for cooking midday meal	86.0
	Midday meal served in school on day of visit	63.0

NOTE: School observations for ASER 2010 looked at TLM for Std II and Std IV only.

As part of ASER 2010, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

NUMBER OF TEACHERS IN Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
› 150	5 + 1 Headteacher
› 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

SCHOOL FACILITIES:

All weather building with:

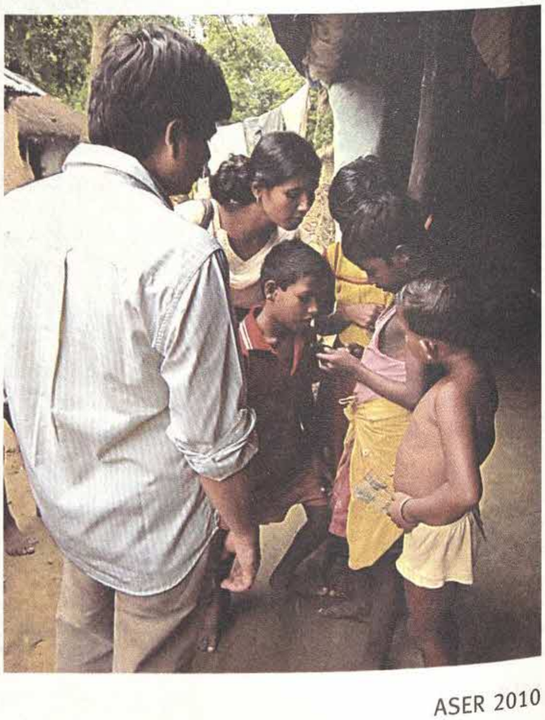
- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

TEACHING LEARNING EQUIPMENT

shall be provided to each class as required.

LIBRARY

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



DADRA AND NAGAR HAVELI *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 1 OUT OF 1 DISTRICTS

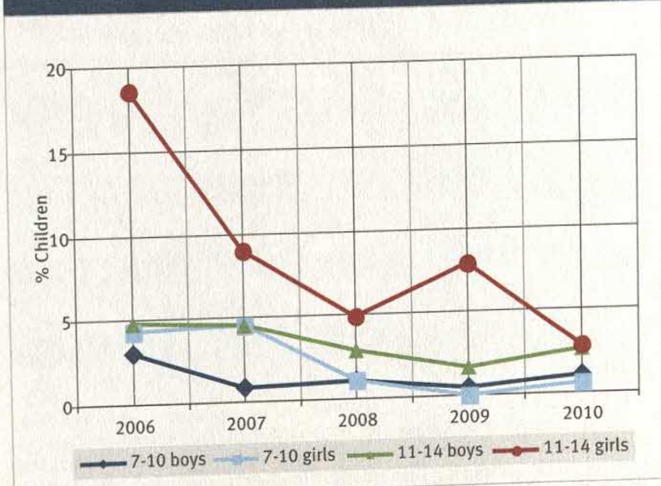
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	90.6	7.5	0.3	1.7	100
AGE: 7-16 ALL	90.6	7.2	0.3	1.8	100
AGE: 7-10 ALL	88.3	10.3	0.6	0.8	100
AGE: 7-10 BOYS	87.4	11.0	0.6	1.1	100
AGE: 7-10 GIRLS	89.3	9.6	0.6	0.6	100
AGE: 11-14 ALL	92.6	4.7	0.0	2.7	100
AGE: 11-14 BOYS	92.8	4.7	0.0	2.6	100
AGE: 11-14 GIRLS	92.5	4.7	0.0	2.8	100
AGE: 15-16 ALL	90.8	6.9	0.5	1.8	100
AGE: 15-16 BOYS	90.2	7.1	0.9	1.8	100
AGE: 15-16 GIRLS	91.4	6.7	0.0	1.9	100

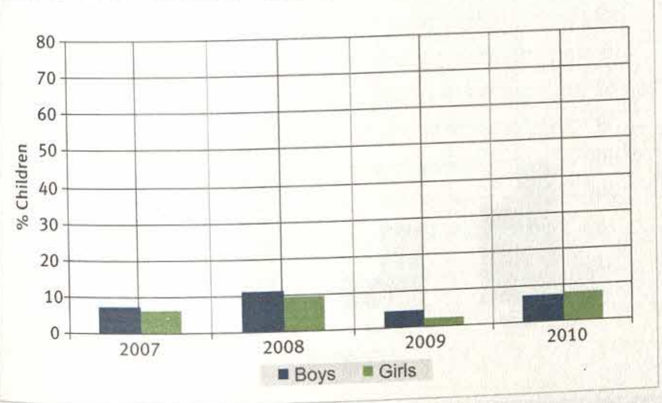
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 18.6% in 2006 to 9% in 2007 to 5% in 2008, 7.9% in 2009 and to 2.8% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 7.4% of all boys (age 6-14) were enrolled in private school and 7.5% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	49.5	43.3	6.2	1.0									100
II	4.9	7.4	69.1	14.8	3.6								100
III	1.2	2.4	13.1	54.8	20.2	3.6	4.8						100
IV	3.6		4.8	3.6	38.6	30.1	10.8	2.4	4.8	1.2			100
V	3.4			6.0	7.3	53.3	13.3	8.0	3.3	5.3			100
VI	2.8				5.6	9.4	33.6	35.5	6.5	6.5	0.0		100
VII	0.9					4.4	7.0	37.4	37.4	10.4	2.6		100
VIII	1.0					5.8	4.9	12.6	35.9	24.3	6.8	8.7	100

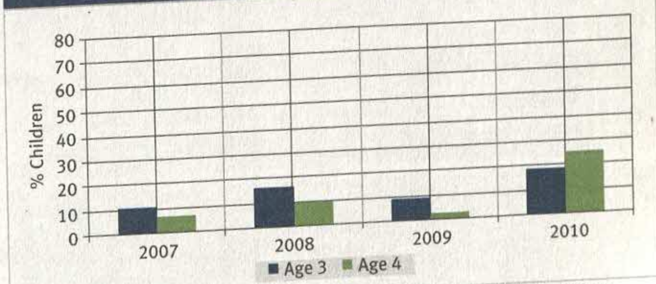
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 54.8% children are 8 years old but there are also 13.1% who are 7, 20.2% who are 9, 3.6% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	78.2	3.0				18.8	100
AGE 4	75.3	0.0				24.7	100
AGE 5	11.4	1.3	67.1	5.1	0.0	15.2	100
AGE 6	6.7	0.0	76.7	8.3	0.0	8.3	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 88.5% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 18.8% of all age 3 children were not attending any kind of preschool or school.

DADRA AND NAGAR HAVELI *RURAL*

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	17.3	58.7	16.0	4.0	4.0	100
II	2.6	25.0	65.8	5.3	1.3	100
III	0.0	14.3	36.4	40.3	9.1	100
IV	0.0	7.7	16.7	35.9	39.7	100
V	0.7	4.8	15.2	14.5	64.8	100
VI	0.0	3.1	2.0	8.2	86.7	100
VII	0.0	0.9	1.8	8.0	89.3	100
VIII	0.0	2.0	3.0	10.9	84.2	100
TOTAL	2.1	12.2	17.3	15.1	53.3	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0% children cannot even read letters, 14.3% can read letters but not more, 36.4% can read words but not Std 1 text or higher, 40.3% can read Std 1 text but not Std 2 level text, and 9.1% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

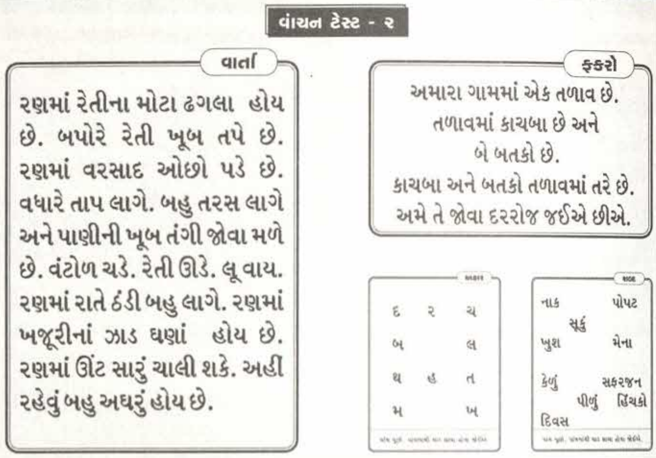


CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

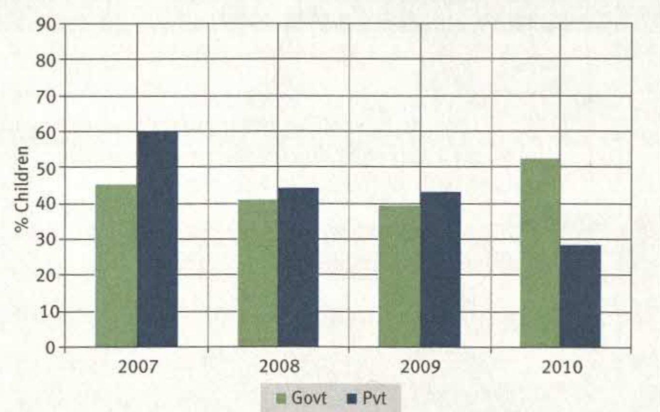
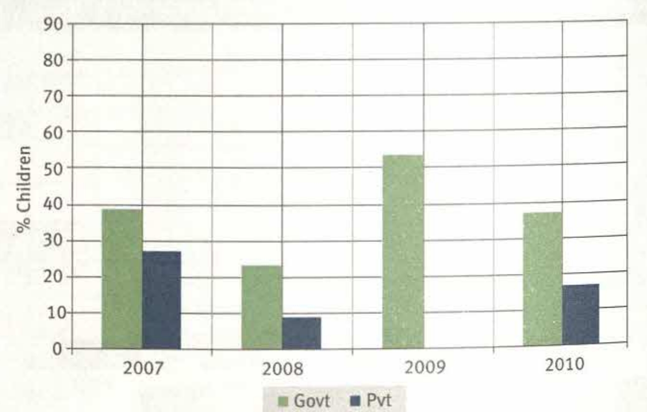


CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	8.6	8.1	3.2	10.0	9.9	8.3	6.3	10.1
	PVT	76.5	66.7	80.0	57.1	36.4	0.0	83.3	50.0
2009	GOVT	3.3	3.4	9.1	11.1	12.0	8.5	26.1	5.2
	PVT	75.0	40.0	100.0	33.3	100.0	75.0	100.0	66.7
2010	GOVT	15.0	16.7	29.2	44.6	29.0	34.1	28.9	33.7
	PVT	100.0	55.6	75.0	75.0	83.3	71.4	75.0	100.0

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	20.3	59.5	17.6	0.0	2.7	100
II	2.6	46.1	47.4	2.6	1.3	100
III	0.0	27.6	44.7	22.4	5.3	100
IV	0.0	10.3	30.8	26.9	32.1	100
V	2.1	9.0	16.6	14.5	57.9	100
VI	1.0	3.0	12.1	17.2	66.7	100
VII	0.9	2.7	6.3	20.7	69.4	100
VIII	0.0	2.0	10.8	13.7	73.5	100
TOTAL	2.9	17.0	21.2	15.1	43.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 0% children cannot even recognize numbers 1-9, 27.6% can recognize numbers up to 10 but not more, 44.7% can recognize numbers upto 100 but cannot do subtraction, 22.4% can do subtraction but not division, and 5.3% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

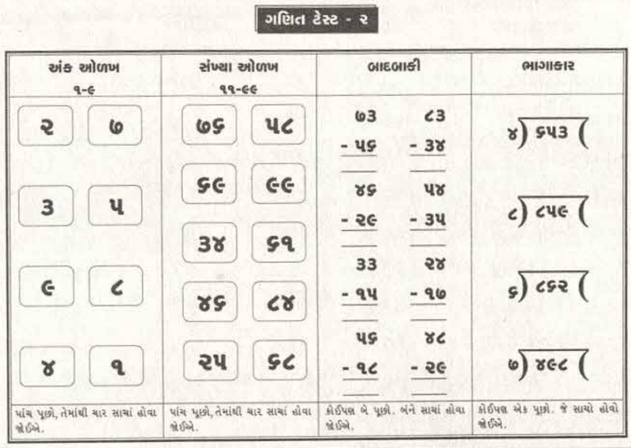


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

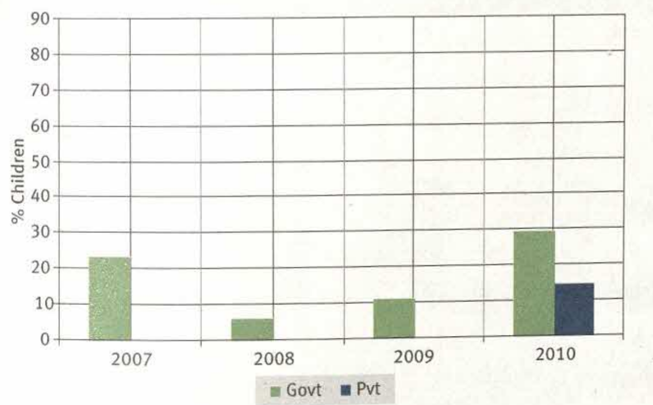
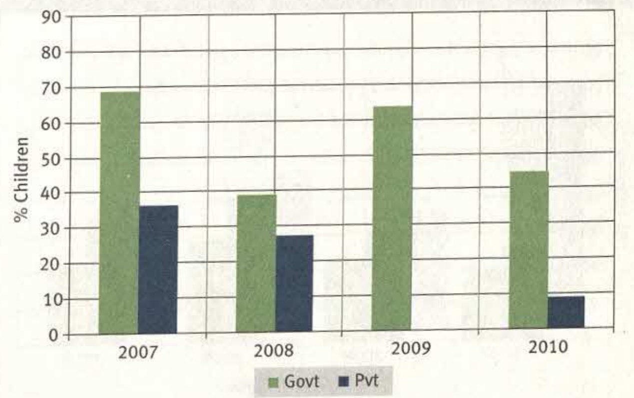


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



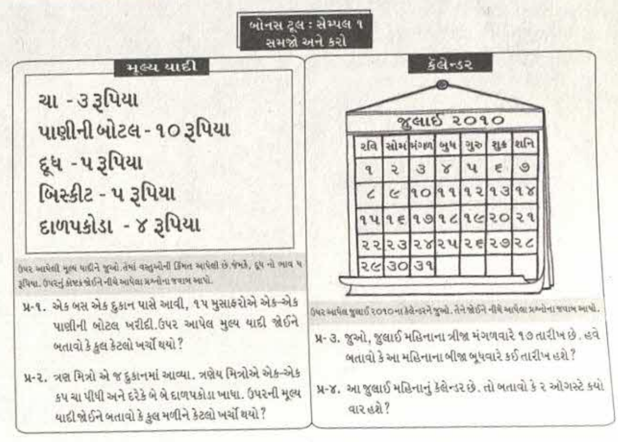
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu Neither	Menu One	Menu Both	Calendar Neither	Calendar One	Calendar Both	Area Neither	Area One	Area Both	Estimation Neither	Estimation One	Estimation Both
V	22.4	6.0	71.6	28.2	4.4	67.4	35.6	3.0	61.4	32.3	6.0	61.7
VI	14.6	2.3	83.2	18.5	4.4	77.2	24.2	6.6	69.2	18.3	3.2	78.5
VII	18.4	3.7	78.0	19.8	9.0	71.2	29.7	9.9	60.4	23.6	4.6	71.8
VIII	11.3	4.1	84.5	14.1	8.1	77.8	21.7	3.1	75.3	16.2	3.0	80.8

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



DAMAN AND DIU *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 2 OUT OF 2 DISTRICTS

Annual Status of Education Report असर ASER 2010 RURAL Facilitated by PRATHAM

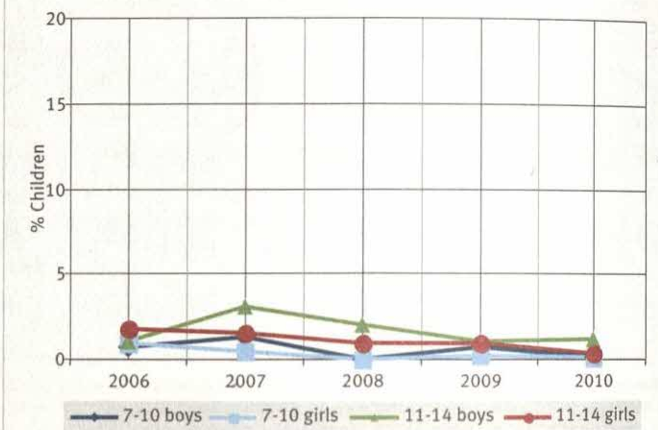
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
AGE: 6 -14 ALL	69.3	29.1	1.2	0.4	100
AGE: 7-16 ALL	68.1	28.2	1.0	2.7	100
AGE: 7-10 ALL	66.0	32.0	1.9	0.1	100
AGE: 7-10 BOYS	62.3	35.8	1.8	0.1	100
AGE: 7-10 GIRLS	70.1	27.8	2.0	0.1	100
AGE: 11-14 ALL	72.2	26.4	0.6	0.8	100
AGE: 11-14 BOYS	63.8	35.0	0.0	1.2	100
AGE: 11-14 GIRLS	80.7	17.8	1.1	0.4	100
AGE: 15-16 ALL	64.8	23.8	0.2	11.1	100
AGE: 15-16 BOYS	65.0	30.6	0.2	4.3	100
AGE: 15-16 GIRLS	64.7	15.3	0.3	19.8	100

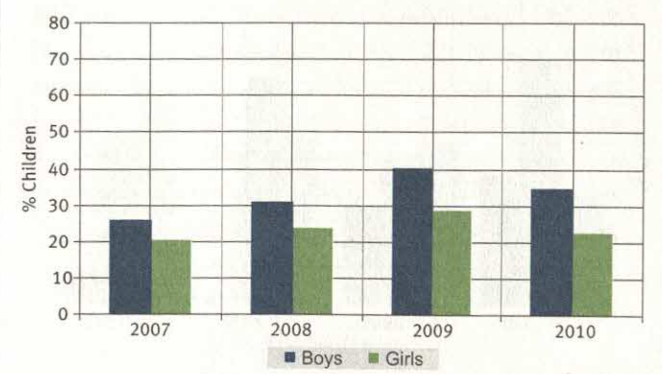
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 1.7% in 2006 to 1.6% in 2007 to 0.9% in 2008, 1% in 2009 and to 0.4% in 2010.

CHART 2: TRENDS OVER TIME
% BOYS AND GIRLS AGE 6-14 ENROLLED IN PVT SCHOOL 2007-2010



How to read this chart: In 2010, 34.9% of all boys (age 6-14) were enrolled in private school and 22.8% of all girls (age 6-14) were enrolled in private school.

TABLE 2: SAMPLE DESCRIPTION
% CHILDREN IN EACH CLASS BY AGE 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	34.1	51.3	10.4	4.5									100
II	2.6	15.0	54.6	19.3	5.4	3.1	0.0						100
III	2.2		15.1	62.0	17.3	2.2	1.1						100
IV	1.1		5.3	14.2	44.1	30.1	2.6	2.8	0.0				100
V	1.1				7.5	63.2	18.3	9.0	0.9				100
VI	1.7					10.4	48.3	27.9	7.1	2.5	2.0		100
VII	2.3						6.3	52.5	17.5	11.1	5.6	4.8	100
VIII	1.4							3.6	56.9	24.4	6.6	7.2	100

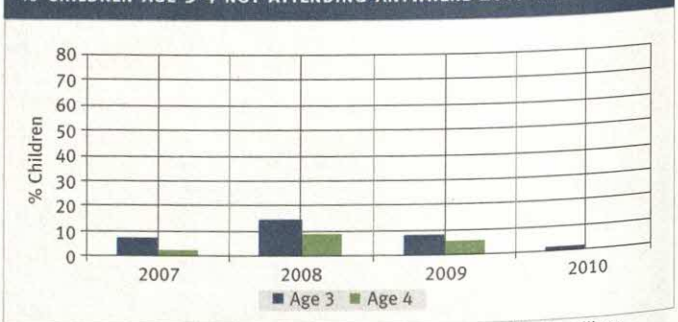
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 62.0% children are 8 years old but there are also 15.1% who are 7, 17.3% who are 9, 2.2% who are 10 years old, etc.

YOUNG CHILDREN IN PRE-SCHOOL AND SCHOOL

TABLE 3: % CHILDREN AGE 3-6 WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL 2010

	In balwadi or anganwadi	In LKG/UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
AGE 3	75.2	23.2				1.6	100
AGE 4	64.2	35.8				0.0	100
AGE 5	32.6	16.4	23.1	25.4	2.2	0.3	100
AGE 6	5.4	4.0	66.2	24.5	0.0	0.0	100

CHART 3: TRENDS OVER TIME
% CHILDREN AGE 3-4 NOT ATTENDING ANYWHERE 2007-2010



In 2010, 100% of sampled villages reported having an anganwadi in the village.

How to read this chart: For example, in 2010, 1.6% of all age 3 children were not attending any kind of preschool or school.

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	16.7	45.9	26.1	6.4	4.9	100
II	11.9	27.7	44.4	14.9	1.2	100
III	8.4	15.8	44.0	23.0	8.9	100
IV	5.8	6.6	23.6	48.2	15.8	100
V	7.2	3.0	13.4	40.1	36.2	100
VI	4.5	2.1	11.9	34.1	47.5	100
VII	4.3	2.2	10.9	19.2	63.5	100
VIII	4.3	1.6	4.7	19.5	69.8	100
TOTAL	7.7	12.4	22.2	26.9	30.7	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 8.4% children cannot even read letters, 15.8% can read letters but not more, 44% can read words but not Std 1 text or higher, 23% can read Std 1 text but not Std 2 level text, and 8.9% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

વાંચન ટેસ્ટ - 3

વાર્તા

આજે અમારે મેળામાં જવાનું હતું. અમે વહેલા ઊઠ્યા અને નવાં કપડાં પહેરી લીધાં. દોડીને બસ સ્ટેશને પહોંચી ગયાં. બસ આવી. તેમાં ભીડ હતી. બીજી બસમાં થોડી જગા મળી. અમે બસમાં બેઠાં. મેળામાં બહુ જ ભીડ હતી. દુકાનો જ દુકાનો હતી. રમકડાંની દુકાનો, મીઠાઈની દુકાનો, કપડાંની દુકાનો અને જાત જાતની દુકાનો. અમે ચગડોળમાં બેઠાં. નીચે જોતાં બીક લાગે. મેં તો આંખો જ બંધ કરી દીધી. ચગડોળ ફર્યું. ઉપર-નીચે ફર્યું. પછી તો ખૂબ મજા પડી. મેળામાં ફરવાની મજા પડી.

ફકરો

રમણ વાડીએ ચાલ.
મામાની વાડીએ જઈએ.
મામાની વાડીમાં જઈએ અને
જામફળ ખાઈએ.
જામફળ ખાવાની મજા આવશે.

અક્ષર

લ પ સ
ક ગ
ડ બ મ
ટ ઝ

શબ્દ

લાલ દૂધ
પગ
ફુલ કિલ્લો
મોર જૂતું
તેલ
સિંહ મોકો

CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

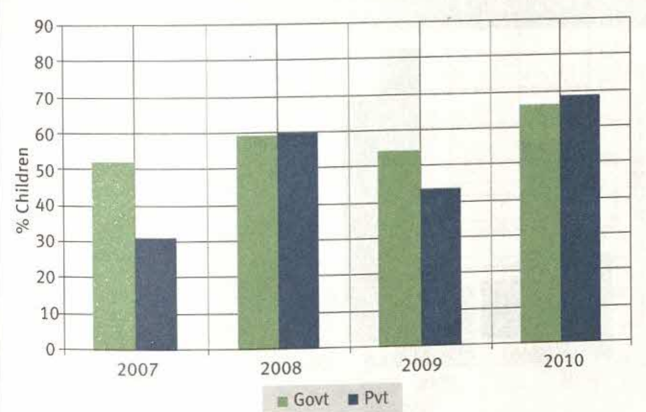
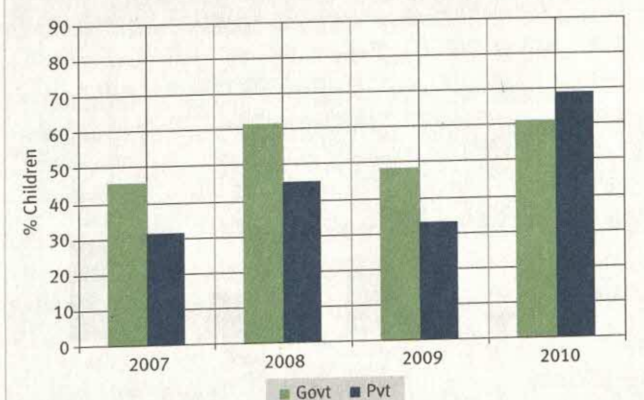


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010



TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	25.2	20.8	35.8	28.1	34.7	38.4	25.6	35.7
	PVT	75.9	82.0	79.0	77.2	87.2	81.6	59.7	80.6
2009	GOVT	12.9	21.2	30.7	21.4	36.8	28.7	27.6	27.2
	PVT	61.0	76.9	71.5	70.6	65.3	79.7	61.4	57.7
2010	GOVT	35.4	32.8	26.9	41.0	41.1	37.5	29.1	41.4
	PVT	71.7	62.5	80.2	81.4	86.2	85.3	84.6	86.9

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.

DAMAN AND DIU *RURAL*

ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	16.0	52.1	22.7	7.2	2.0	100
II	12.4	30.8	49.7	5.5	1.6	100
III	9.3	21.6	48.5	20.4	0.3	100
IV	6.8	14.6	27.2	44.1	7.4	100
V	5.2	9.5	15.6	55.3	14.4	100
VI	4.5	5.5	15.3	51.3	23.5	100
VII	5.0	3.2	12.9	45.3	33.6	100
VIII	4.6	5.5	6.4	38.6	44.9	100
TOTAL	7.8	17.3	24.7	34.5	15.7	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 9.3% children cannot even recognize numbers 1-9, 21.6% can recognize numbers up to 10 but not more, 48.5% can recognize numbers upto 100 but cannot do subtraction, 20.4% can do subtraction but not division, and 0.3% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

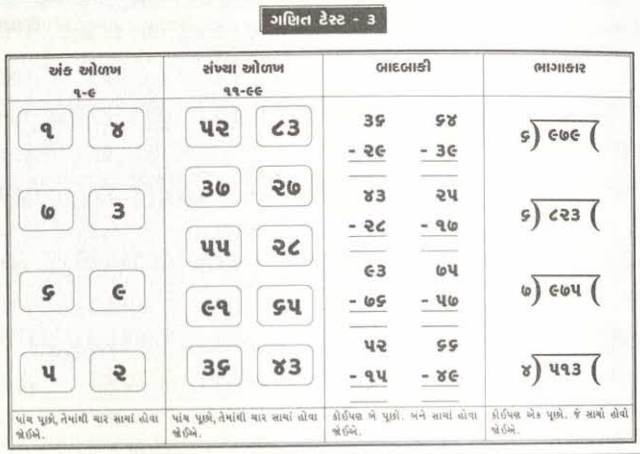


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

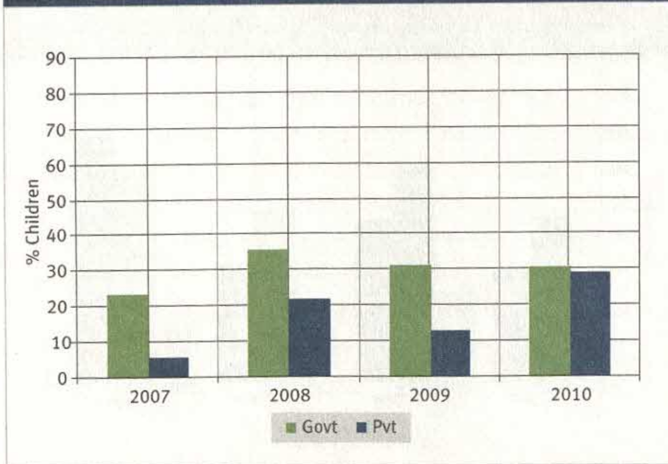
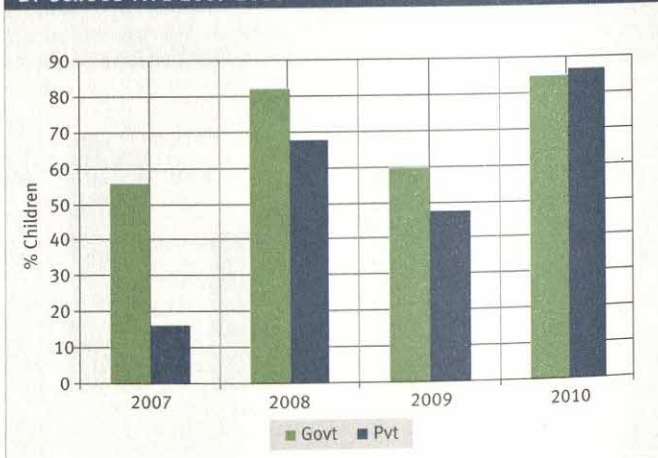


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



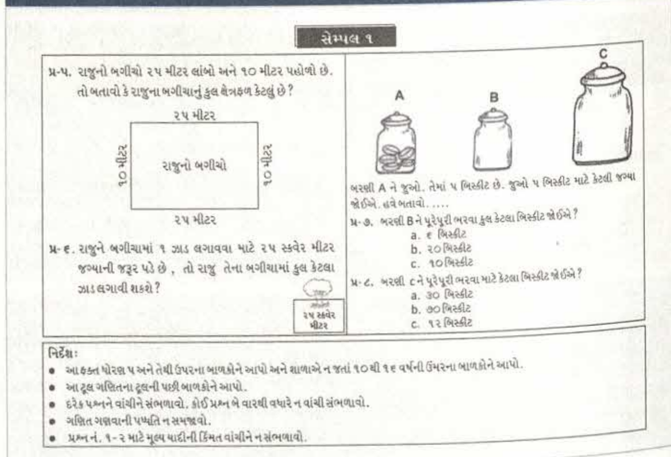
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	24.0	12.3	63.7	52.8	21.3	25.9	87.3	3.8	8.9	47.9	17.4	34.7
VI	17.6	18.0	64.4	38.9	17.7	43.4	75.9	6.9	17.3	38.3	18.7	42.9
VII	18.4	17.2	64.4	41.7	16.5	41.7	72.7	6.0	21.3	41.2	20.7	38.0
VIII	13.3	7.2	79.5	26.0	12.2	61.8	44.9	17.9	37.2	23.8	16.1	60.1

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PUDUCHERRY *RURAL*

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 2 OUT OF 2 DISTRICTS

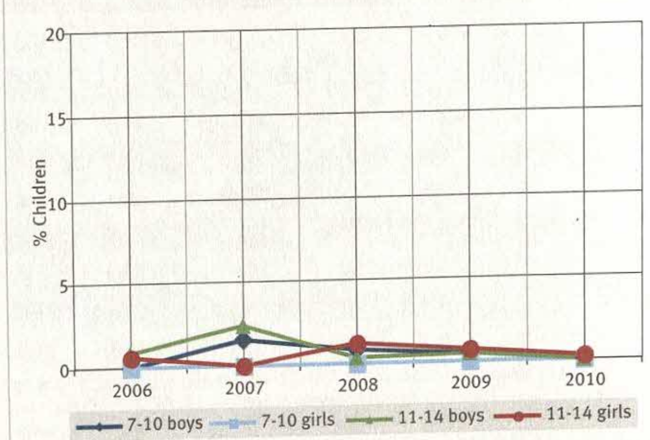
School enrollment and out of school children

Table 1: % Children in different types of schools 2010

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6 -14 ALL	69.0	30.9	0.1	0.1	100
Age: 7-16 ALL	73.8	26.1	0.0	0.1	100
Age: 7-10 ALL	60.6	39.4	0.0	0.0	100
Age: 7-10 BOYS	55.7	44.3	0.0	0.0	100
Age: 7-10 GIRLS	65.8	34.2	0.0	0.0	100
Age: 11-14 ALL	79.0	21.0	0.0	0.1	100
Age: 11-14 BOYS	79.5	20.5	0.0	0.0	100
Age: 11-14 GIRLS	78.1	21.7	0.0	0.2	100
Age: 15-16 ALL	83.0	16.8	0.0	0.2	100
Age: 15-16 BOYS	80.4	19.6	0.0	0.0	100
Age: 15-16 GIRLS	86.4	13.3	0.0	0.4	100

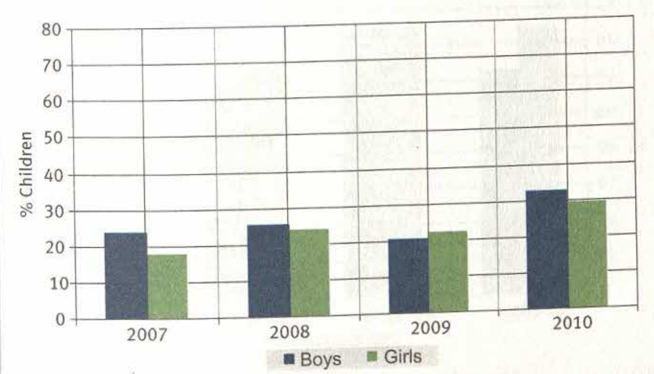
NOTE: 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2010



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 0.6% in 2006 to 0% in 2007 to 1.2% in 2008, 0.7% in 2009 and to 0.2% in 2010.

Chart 2: Trends over time
% Boys and girls age 6-14 enrolled in pvt school 2007-2010



How to read this chart: In 2010, 32.5% of all boys (age 6-14) were enrolled in private school and 29.3% of all girls (age 6-14) were enrolled in private school.

Table 2: Sample description
% Children in each class by age 2010

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	61.6	36.2	2.2										100
II	3.1	31.9	61.3	3.7									100
III	0.0		11.7	80.3	4.3	3.8							100
IV	2.4			17.1	66.8	8.0	5.8						100
V	4.2					89.7	6.1						100
VI	0.0					5.9	52.4	39.7	2.0				100
VII	5.8								74.3	18.9	1.1		100
VIII	1.6							6.0	73.5	14.8	4.1		100

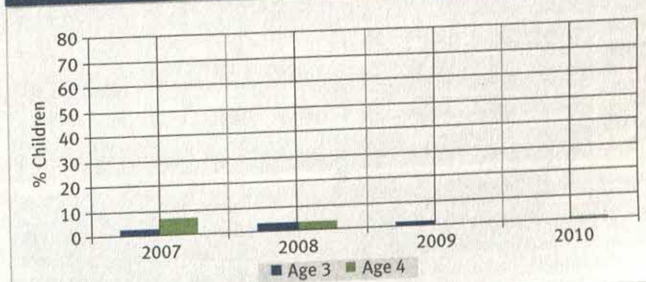
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 80.3% children are 8 years old but there are also 11.7% who are 7, 4.3% who are 9 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who attend different types of pre-school & school 2010

	In balwadi or anganwadi	In LKG/ UKG	In School			Not going anywhere	Total
			Govt	Pvt	Other		
Age 3	42.5	57.5				0.0	100
Age 4	31.4	67.5				1.1	100
Age 5	1.4	12.0	30.8	55.9	0.0	0.0	100
Age 6	0.0	3.3	37.3	58.7	0.8	0.0	100

Chart 3: Trends over time
% Children age 3-4 not attending anywhere 2007-2010



In 2010, 97.2% of sampled villages reported having an anganwadi in the village.
How to read this chart: For example, in 2010, 0% of all age 3 children were not attending any kind of preschool or school.

PUDUCHERRY *RURAL*

READING IN OWN LANGUAGE

TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	42.0	33.5	20.3	1.1	3.1	100
II	13.7	36.4	40.8	7.7	1.5	100
III	1.8	13.9	45.7	27.1	11.6	100
IV	1.2	6.5	19.7	49.9	22.7	100
V	0.0	0.9	3.9	35.8	59.4	100
VI	0.0	0.0	2.3	13.2	84.5	100
VII	0.0	0.0	0.5	10.4	89.2	100
VIII	0.8	0.8	0.4	4.5	93.4	100
TOTAL	6.0	9.3	14.7	19.6	50.4	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 1.8% children cannot even read letters, 13.9% can read letters but not more, 45.7% can read words but not Std 1 text or higher, 27.1% can read Std 1 text but not Std 2 level text, and 11.6% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

Reading Test (4)

Story

Seema is a little girl. Her mother gave her a book. It had lots of stories and nice pictures. Seema reads it every morning on her way to school. She learned many words. Her teacher was very happy. The teacher gave Seema another book. It had more stories. She showed it to all her friends

Para

I go to school by bus.
The bus has four wheels.
It has many windows.
It is blue in colour.

e d w s c g h z i q

hand star bus cat book fox few gun sing bold

CHART 4: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT BY SCHOOL TYPE 2007-2010

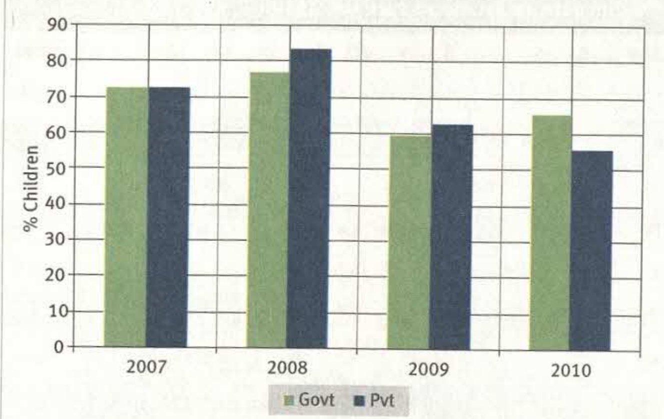
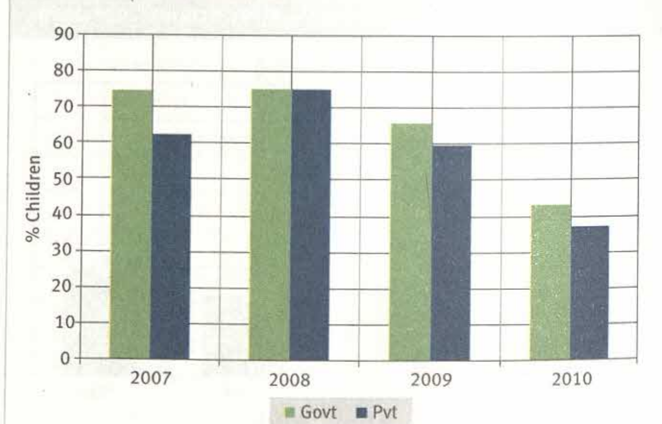


CHART 5: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT BY SCHOOL TYPE 2007-2010

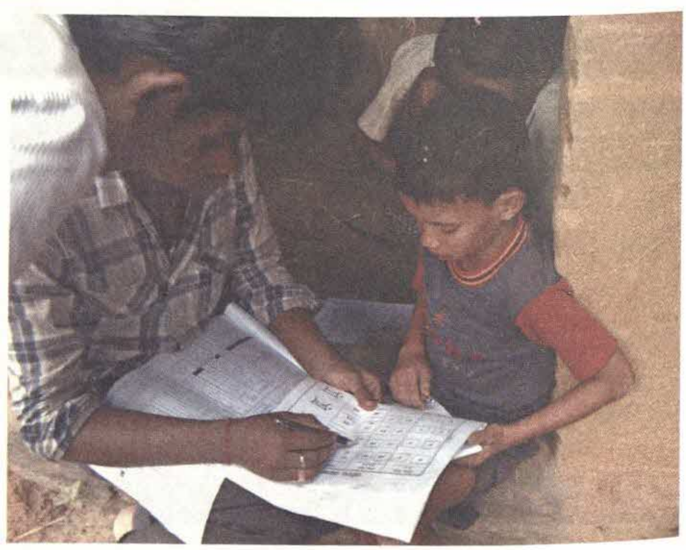


TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	GOVT	33.3	50.9	56.1	46.9	55.2	54.7	55.7	62.2
	PVT	40.0	48.8	71.3	69.9	58.7	42.4	75.5	55.0
2009	GOVT	36.5	38.3	46.5	47.1	41.9	49.0	52.2	37.2
	PVT	28.1	42.6	45.4	43.2	32.7	58.4	49.2	18.1
2010	GOVT	21.1	20.5	29.5	30.2	28.9	25.2	28.6	26.5
	PVT	33.6	41.8	38.4	45.5	49.7	59.9	51.5	59.4

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



ARITHMETIC

TABLE 6: CLASS-WISE % CHILDREN BY ARITHMETIC LEVEL ALL SCHOOLS 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	48.3	30.7	18.4	2.2	0.5	100
II	21.3	28.2	44.3	6.3	0.0	100
III	5.7	15.3	54.8	18.7	5.5	100
IV	1.3	6.1	37.0	39.1	16.7	100
V	0.0	1.5	11.0	55.6	31.9	100
VI	0.0	0.0	4.9	32.1	63.0	100
VII	0.0	0.0	3.8	22.2	74.0	100
VIII	0.8	0.8	2.0	11.8	84.4	100
TOTAL	7.7	8.5	19.9	26.0	37.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 5.7% children cannot even recognize numbers 1-9, 15.3% can recognize numbers up to 10 but not more, 54.8% can recognize numbers upto 100 but cannot do subtraction, 18.7% can do subtraction but not division, and 5.5% can do division. For each class, the total of all these exclusive categories is 100%.

MATH TOOL

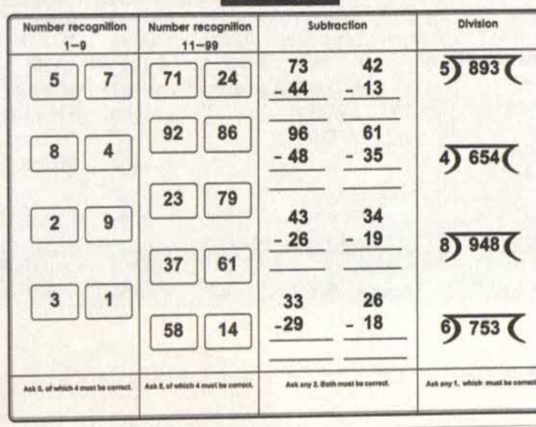


CHART 6: TRENDS OVER TIME % CHILDREN IN Std III WHO CANNOT RECOGNISE NUMBERS UPTO 100 BY SCHOOL TYPE 2007-2010

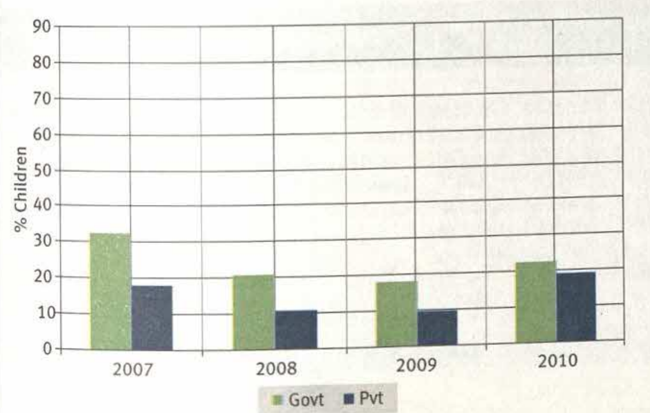
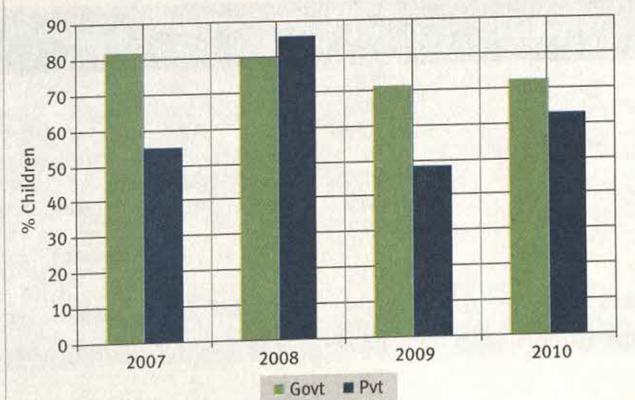


CHART 7: TRENDS OVER TIME % CHILDREN IN Std V WHO CANNOT DO DIVISION BY SCHOOL TYPE 2007-2010



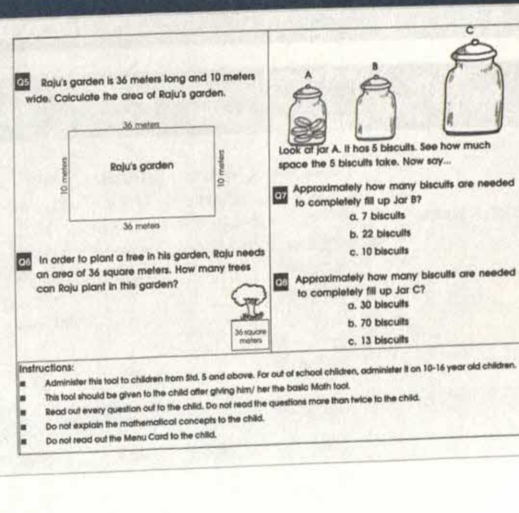
CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: CLASSWISE % CHILDREN IN Std V-VIII ABLE TO ANSWER QUESTIONS IN EVERYDAY MATH. ALL SCHOOLS 2010

Std.	Menu: Neither	Menu: One	Menu: Both	Calendar: Neither	Calendar: One	Calendar: Both	Area: Neither	Area: One	Area: Both	Estimation: Neither	Estimation: One	Estimation: Both
V	58.0	3.1	38.9	63.9	2.5	33.7	65.7	1.6	32.7	67.2	0.3	32.5
VI	26.9	2.7	70.4	32.0	6.0	62.0	38.6	1.1	60.3	39.0	0.4	60.7
VII	22.6	1.1	76.3	24.5	5.4	70.1	31.6	2.8	65.6	34.9	0.0	65.1
VIII	8.3	1.6	90.1	10.9	2.7	86.4	14.6	1.8	83.6	16.9	1.1	82.0

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

EVERYDAY MATH TOOL



PUDUCHERRY *RURAL*

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Karaikal	98.6	0.2	31.9	15.0	82.2	82.8	76.9	65.6	71.8	54.9	48.1	46.5
Puducherry	100.0	0.0	30.5	43.5	64.1	53.5	68.6	56.0	65.1	64.3	64.1	64.1
Total	**99.6**	**0.1**	**30.9**	**35.0**	**70.0**	**63.2**	**71.3**	**59.1**	**67.2**	**61.3**	**59.0**	**58.5**

DADRA AND NAGAR HAVELI *RURAL*

PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Dadra & Nagar	78.7	1.7	7.5	36.7	90.1	88.7	70.7	57.5	78.6	72.8	65.9	72.2
Total	**78.7**	**1.7**	**7.5**	**36.7**	**90.1**	**88.7**	**70.7**	**57.5**	**78.6**	**72.8**	**65.9**	**72.2**

DAMAN AND DIU *RURAL*

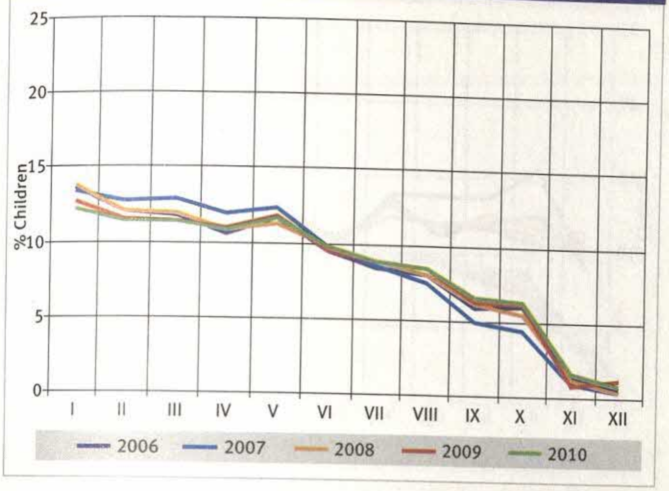
PERFORMANCE OF DISTRICTS

TABLE 8	Anganwadi or balwadi	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std V-VIII : Everyday calculations			
District Name	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending paid tuition classes	% Children (Std I-II) who CAN READ letters or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std III-V) whoCAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children answering both questions correctly Menu	% Children answering both questions correctly Calendar	% Children answering both questions correctly Area	% Children answering both questions correctly Estimation
Daman	99.3	0.2	35.9	59.8	90.9	90.2	63.2	54.4	82.3	57.9	25.6	56.6
Diu	99.2	1.2	6.5	25.6	65.4	67.1	41.5	24.3	38.1	19.5	11.3	26.9
Total	**99.3**	**0.4**	**29.1**	**53.0**	**85.9**	**85.9**	**59.2**	**49.0**	**67.7**	**43.1**	**20.3**	**43.0**

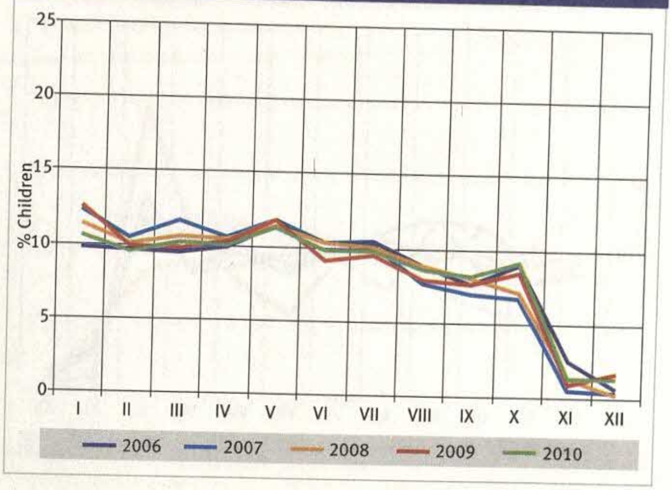
ANNEXURES

CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE 2006-2010

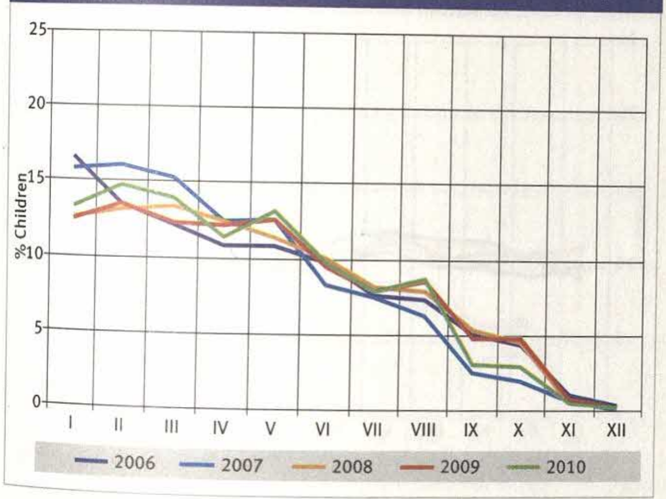
ALL INDIA



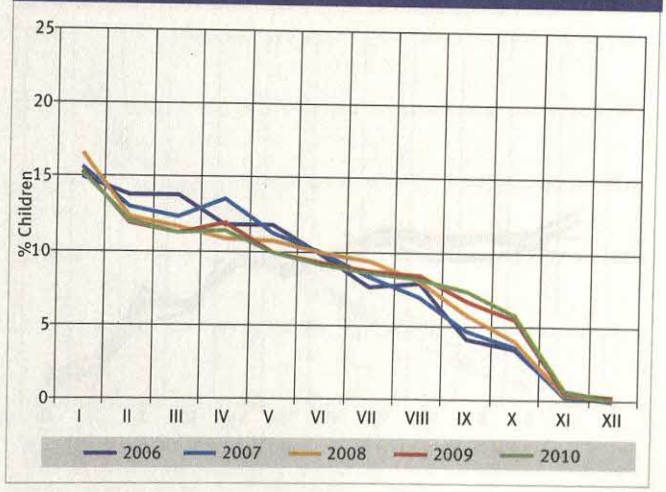
ANDHRA PRADESH



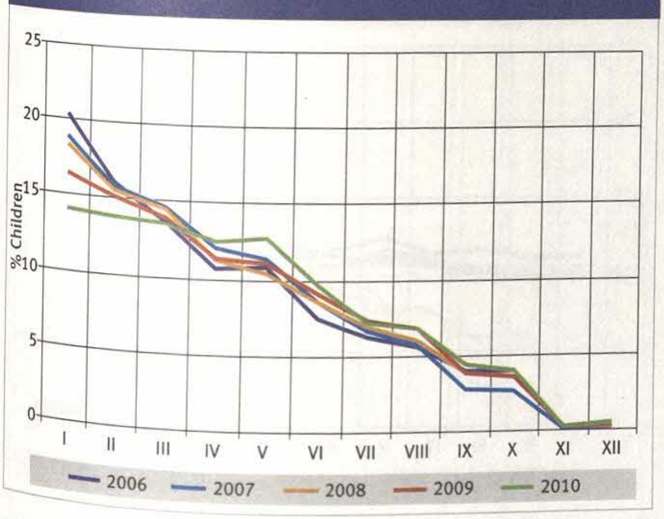
ARUNACHAL PRADESH



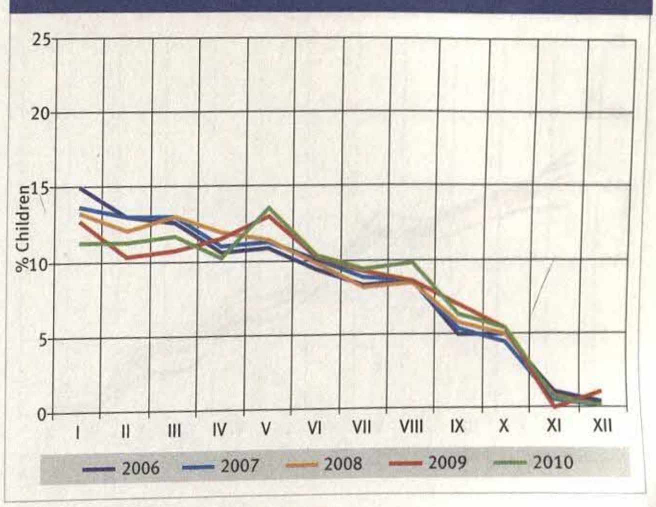
ASSAM



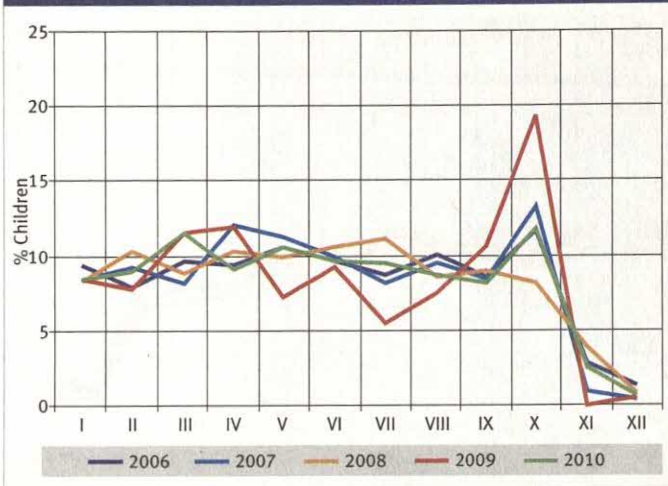
BIHAR



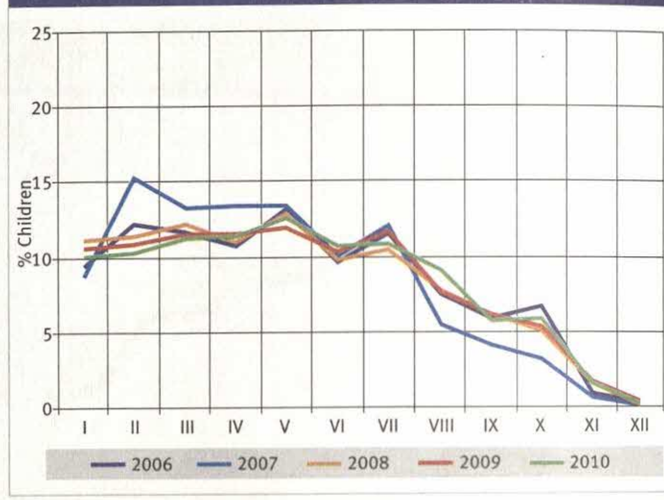
CHHATTISGARH



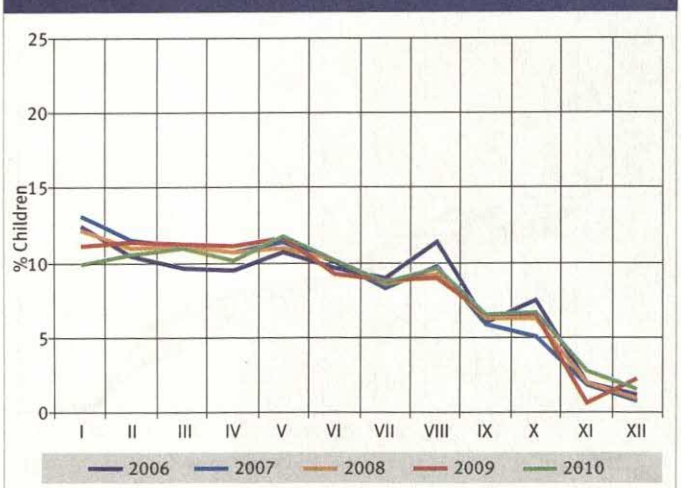
Goa



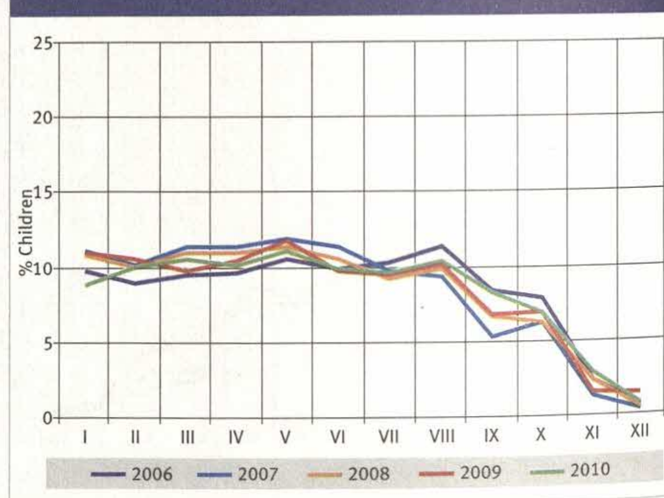
Gujarat



Haryana



Himachal Pradesh



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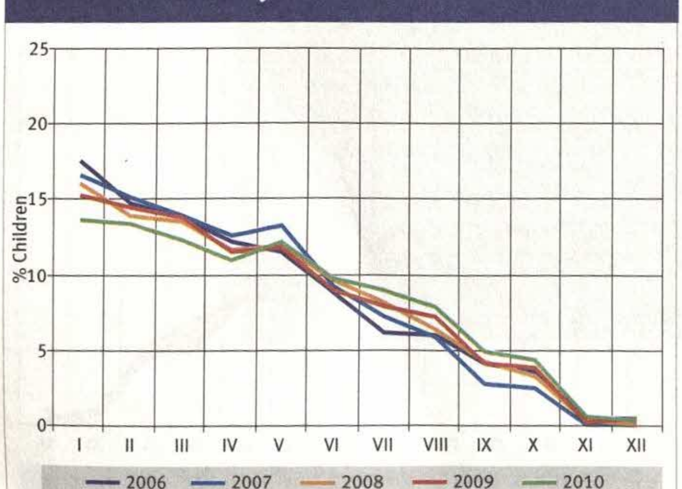

Karnataka

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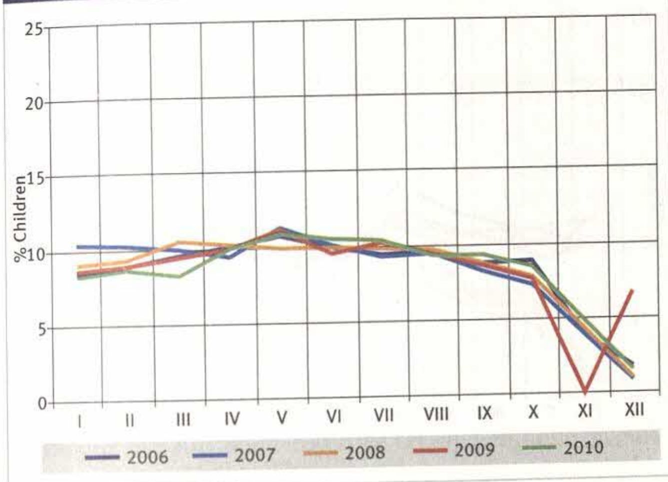

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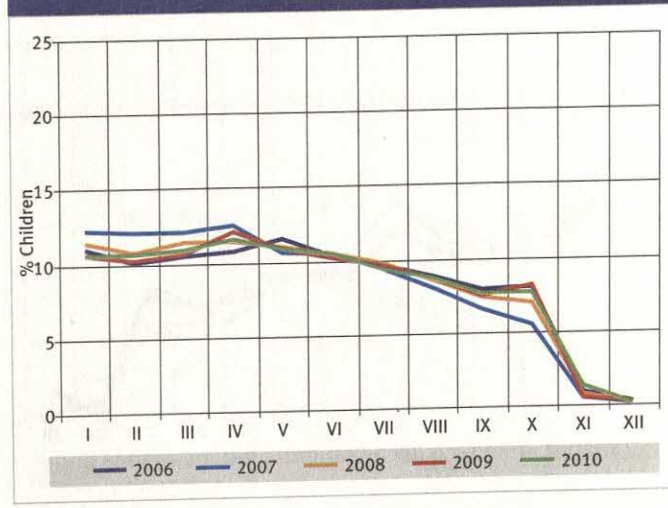

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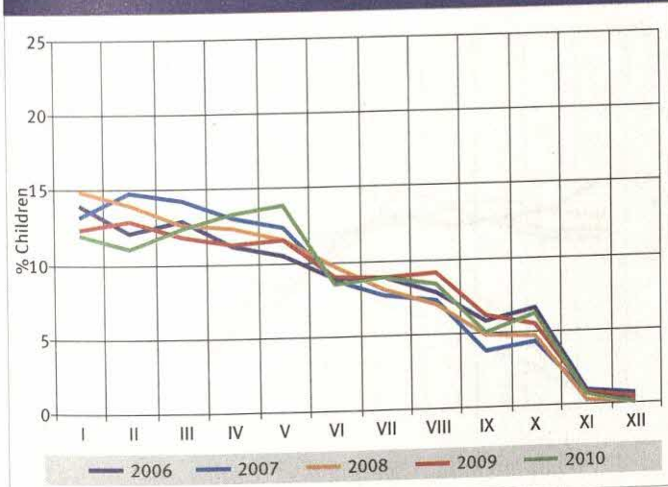

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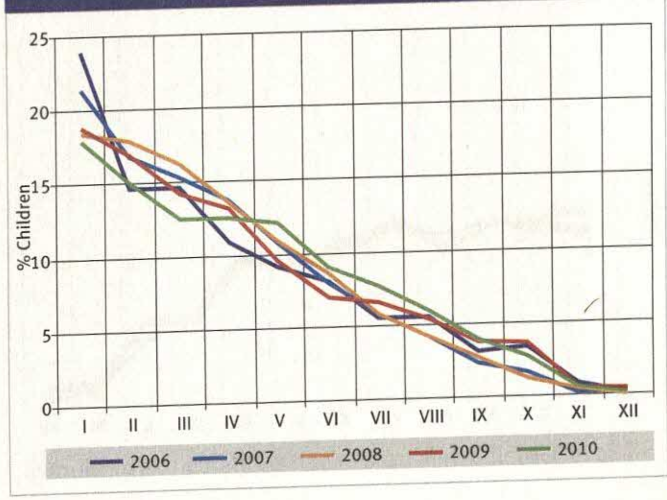

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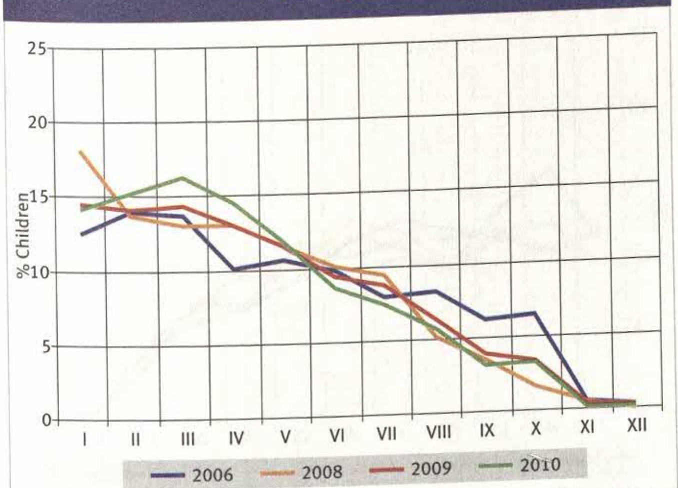

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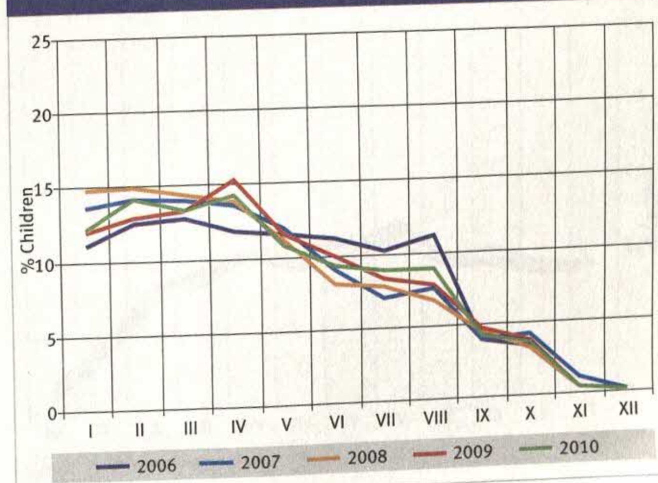

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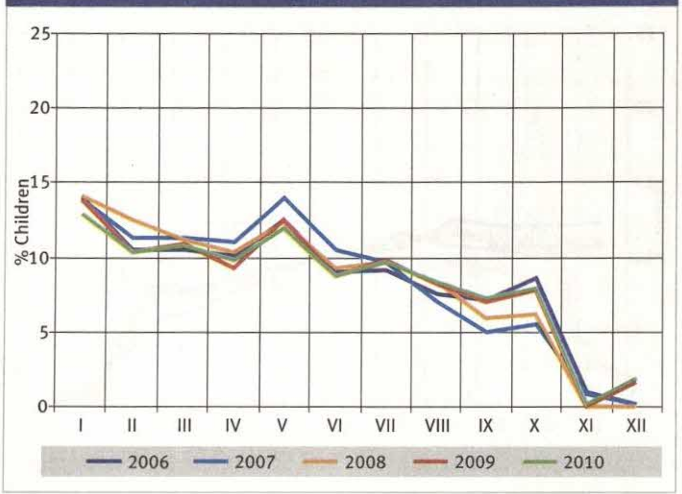

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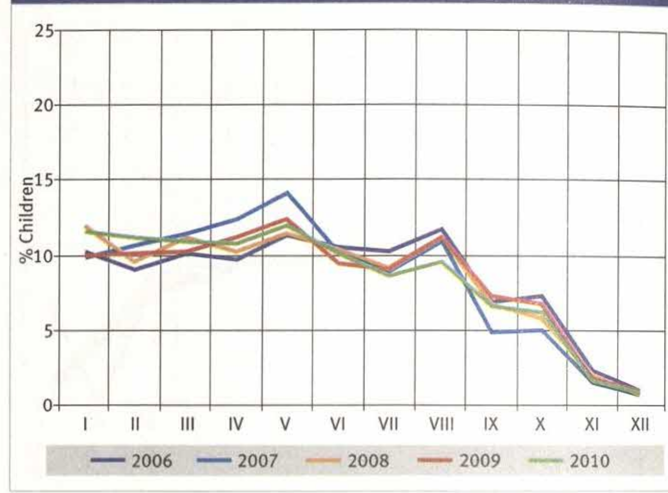

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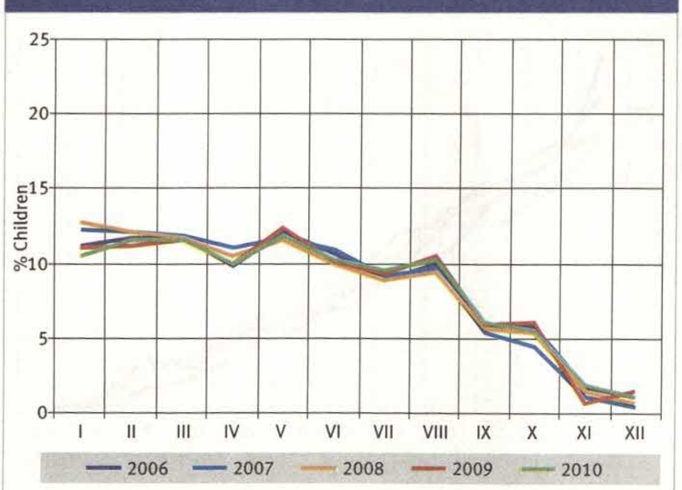

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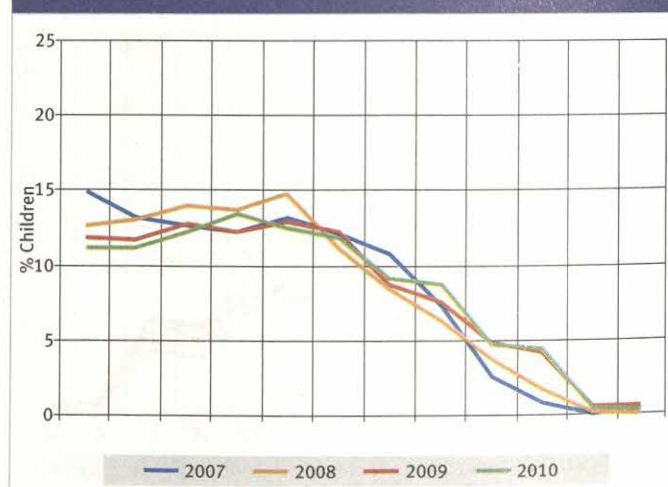

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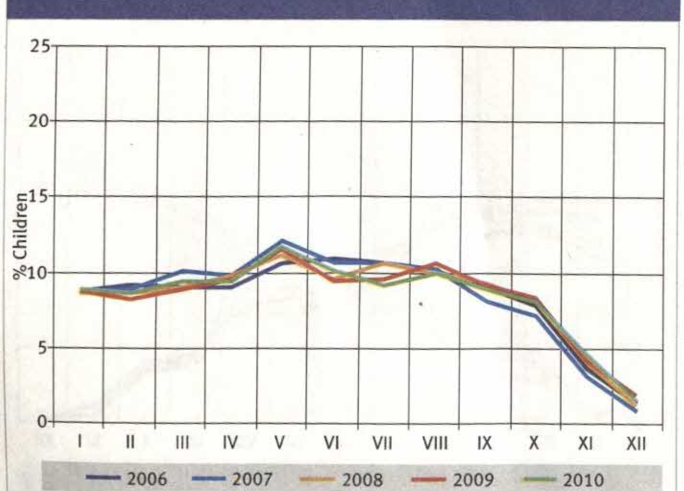

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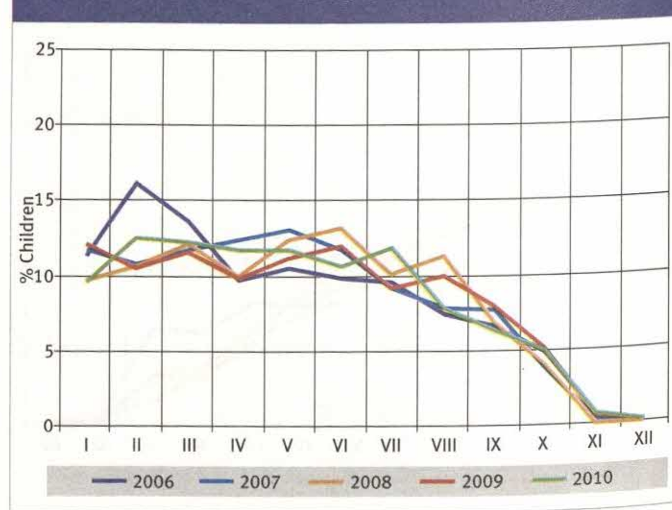

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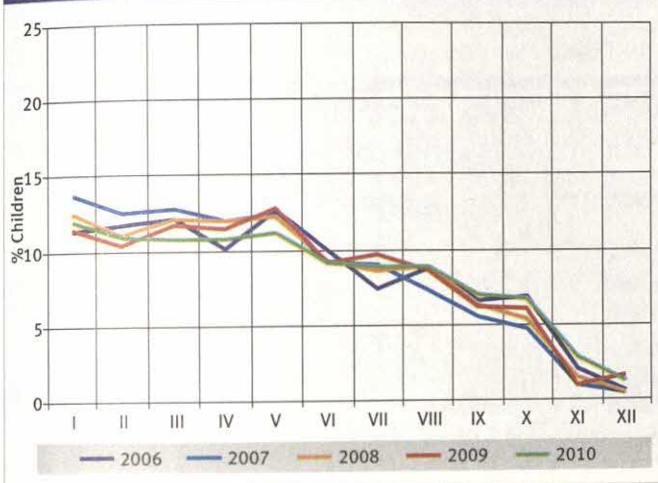

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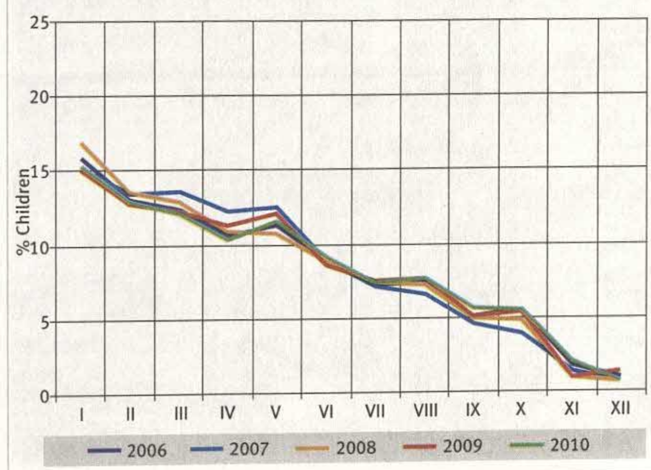
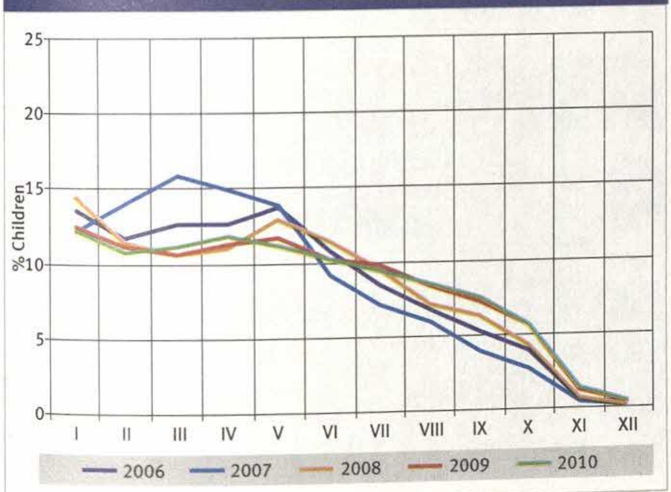


WEST BENGAL



Age - Class composition in sample 2010

All India

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	84.3	72.7	26.7	8.2	2.9	6.1					14.3
Std 2	11.0	20.8	53.0	30.0	8.4		5.7	4.7	4.9	4.7	13.4
Std 3			14.9	43.0	32.7	10.6					13.5
Std 4				13.3	42.9	28.4	8.7	5.8			12.8
Std 5	4.6	6.5			10.2	41.5	34.1	12.8	5.7	6.1	13.8
Std 6			5.4	5.6		9.7	40.7	32.0	12.2	10.1	11.7
Std 7					2.9	3.6	8.8	34.5	33.2	21.8	10.5
Std 8							2.1	10.2	44.1	57.3	10.0
Total	100	100	100	100	100	100	100	100	100	100	100

Andhra Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	88.2	73.9	28.4	9.7	2.4	4.2					13.1
Std 2	7.5	19.8	52.2	24.4	10.5		3.1	4.4			12.0
Std 3			15.9	48.6	26.2	9.5			4.8	5.8	12.8
Std 4				13.2	48.0	23.2	9.1				12.7
Std 5	4.3	6.4			10.9	49.7	27.4	9.5			14.2
Std 6			3.5	4.1		10.5	48.0	27.4	7.9	5.1	12.4
Std 7					2.0	2.9	10.4	46.4	29.5	25.3	12.2
Std 8							2.0	12.3	57.9	63.8	10.7
Total	100	100	100	100	100	100	100	100	100	100	100

Arunachal Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	81.1	65.4	22.1	10.9	3.3	1.3	3.7	2.7			14.3
Std 2	13.9	25.8	52.6	33.2	14.6	8.2			3.4	1.8	15.9
Std 3		7.7	18.8	36.2	35.2	18.8	10.6	6.3			14.9
Std 4			5.2	12.8	29.8	27.7	18.0	13.0	7.0	5.3	12.3
Std 5	5.0			4.8	14.1	32.2	35.9	25.4	19.8	13.5	14.2
Std 6		1.1	1.4		2.4	6.9	20.6	28.9	25.2	25.3	10.6
Std 7				2.2	0.7	2.8	7.7	15.0	24.6	25.1	8.6
Std 8						2.0	3.6	8.8	20.1	29.0	9.4
Total	100	100	100	100	100	100	100	100	100	100	100

Assam

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	90.0	74.3	31.0	9.3	2.9	5.5					17.7
Std 2	6.8	21.5	47.6	32.2	11.4		7.2	4.0	5.2		14.1
Std 3			15.9	42.3	32.5	10.5				7.3	13.1
Std 4				13.4	40.7	36.6	8.7	6.4			13.2
Std 5	3.1	4.2			9.8	34.8	40.9	12.1	6.0		11.7
Std 6			5.6	2.8		9.3	32.1	37.4	15.1	7.9	10.6
Std 7					2.7	3.4	9.4	30.5	36.7	24.0	10.0
Std 8							1.8	9.6	37.1	60.8	9.5
Total	100	100	100	100	100	100	100	100	100	100	100

Bihar

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	76.4	66.1	31.4	11.1	4.4	2.3	4.5	2.8			15.2
Std 2	16.0	23.8	43.5	34.2	14.9	8.1			5.5	3.5	15.2
Std 3	3.5	6.5	17.0	31.9	36.7	18.6	9.2	6.8			15.0
Std 4			4.8	14.3	26.8	29.6	16.6	13.2	8.4	5.4	13.9
Std 5				6.1	11.8	27.1	36.1	20.6	14.1	11.8	14.1
Std 6	4.1	3.6	3.3			9.7	22.3	29.2	20.6	16.9	10.8
Std 7				2.5	5.4	4.7	8.3	18.1	28.1	22.6	8.0
Std 8							3.0	9.4	23.4	39.9	7.7
Total	100	100	100	100	100	100	100	100	100	100	100

Chhattisgarh

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	87.1	84.0	22.4	3.8	5.5	2.2					12.8
Std 2	7.2	11.0	63.1	40.3			1.6	4.1			12.8
Std 3			10.3	44.4	51.0	6.3			6.5	4.6	13.3
Std 4				7.7	35.4	39.3	6.3				11.7
Std 5	5.8	5.0			6.5	44.9	56.7	12.6			15.5
Std 6			4.3	3.8		5.4	30.3	50.9	10.7	5.5	11.8
Std 7					1.5	1.9	4.1	26.4	54.8	17.9	10.9
Std 8							1.0	6.0	28.1	72.0	11.2
Total	100	100	100	100	100	100	100	100	100	100	100

Goa

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	88.1	80.9	37.5	1.2	2.1						11.0
Std 2	11.9	13.4	51.9	35.3		0.6	2.2	0.0			11.9
Std 3		4.5	7.8	55.2	58.8				3.5	6.2	15.2
Std 4				7.7	32.6	44.6					11.8
Std 5	0.0					48.0	50.2	6.1			13.9
Std 6		1.3	2.9	0.6	6.6		43.9	46.0	14.8		12.6
Std 7						6.9	3.6	43.5	39.7	23.3	12.4
Std 8								4.5	41.9	70.5	11.3
Total	100	100	100	100	100	100	100	100	100	100	100

Gujarat

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	92.2	86.2	7.1	1.6	3.8						11.6
Std 2	3.9	10.8	81.9	10.7		3.1	3.5	1.4			12.0
Std 3			8.1	77.9	12.6				2.7	5.5	13.1
Std 4				7.5	77.4	14.2					13.2
Std 5	4.0	3.1			5.1	76.2	16.3	4.7			14.6
Std 6			2.9	2.3		4.3	72.9	18.1	4.9	4.0	12.5
Std 7					1.1	2.2	6.1	69.4	22.4	23.9	12.6
Std 8							1.3	6.5	69.9	66.6	10.5
Total	100	100	100	100	100	100	100	100	100	100	100

Haryana

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	73.3	56.3	24.1	7.3	2.1	4.4					11.9
Std 2	18.9	33.1	45.5	24.1	8.9		5.3	3.6	3.8	3.4	12.8
Std 3	4.4	7.6	22.9	42.5	27.8	9.7					13.4
Std 4			4.4	18.3	37.6	25.0	12.4	5.2			12.5
Std 5				6.0	18.0	38.1	31.2	14.3	7.4	5.8	14.4
Std 6	3.4	3.1				17.4	33.5	28.5	14.9	10.8	12.4
Std 7			3.2	1.8	5.6	5.5	13.9	31.7	30.0	22.9	10.7
Std 8							3.8	16.8	43.9	57.1	11.8
Total	100	100	100	100	100	100	100	100	100	100	100

Himachal Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	91.3	65.6	9.7	1.3	2.6						10.9
Std 2	7.2	29.1	62.2	16.5		3.0	4.9				12.4
Std 3			25.6	54.1	21.9			5.3	1.2	4.3	13.1
Std 4				25.8	53.2	17.8					12.6
Std 5					20.9	60.6	18.4				13.7
Std 6	1.5	5.3	2.6	2.2		17.2	56.0	25.9	7.0		12.4
Std 7					1.3	1.4	18.8	52.0	31.5	16.3	11.9
Std 8							1.8	16.8	60.4	79.4	13.0
Total	100	100	100	100	100	100	100	100	100	100	100

Jharkhand

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	78.6	63.3	23.5	8.7	3.2	1.8	3.1				14.8
Std 2	16.3	26.3	49.8	30.3	12.5	7.1		6.9	3.1	4.8	15.0
Std 3		7.2	17.5	37.5	34.2	13.6	5.1				13.9
Std 4			5.7	14.9	32.4	27.2	14.6	8.7	4.8		12.4
Std 5				6.5	13.4	34.4	38.3	18.9	9.0	6.4	13.9
Std 6	5.0	3.2				11.3	26.7	32.5	18.4	13.3	11.1
Std 7			3.6	2.1	4.3	4.7	9.8	24.4	34.3	27.7	10.1
Std 8							2.6	8.7	30.4	48.0	8.9
Total	100	100	100	100	100	100	100	100	100	100	100

Karnataka

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	87.4	92.0	34.4	3.0	3.8						12.1
Std 2	6.6	7.0	56.1	49.5		3.8	4.9	1.8			11.9
Std 3			7.9	38.2	54.6				1.6	3.7	12.5
Std 4				7.8	34.9	50.9					13.2
Std 5	6.1	1.0			5.8	38.2	55.8	5.3			13.8
Std 6			1.6	1.5		5.8	31.4	56.2	5.8		13.0
Std 7					0.9	1.3	6.8	31.2	57.3	13.8	12.5
Std 8							1.2	5.6	35.4	82.5	11.0
Total	100	100	100	100	100	100	100	100	100	100	100

Keral

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	87.9	80.9	20.5	1.2	2.2						10.5
Std 2	2.5	16.6	66.4	23.7		2.3	2.6				11.2
Std 3	2.0		10.8	61.3	22.8			2.5	4.7	1.4	10.9
Std 4	0.4			12.4	64.5	22.2					13.0
Std 5	6.0	2.5			9.7	63.3	21.8				14.4
Std 6			2.3	1.4		11.7	62.2	23.9			13.9
Std 7	1.3				0.9	0.4	13.2	59.8	24.8	10.6	13.7
Std 8							0.3	13.9	70.6	88.0	12.4
Total	100	100	100	100	100	100	100	100	100	100	100

Maharashtra

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	89.0	91.9	40.4	2.5	4.2	0.9					12.8
Std 2	4.4	6.1	54.2	55.3			1.1	1.9			12.7
Std 3				37.8	60.9	4.9			3.5	5.5	13.1
Std 4					32.2	59.4	5.6				13.8
Std 5	6.6	2.1	5.4			31.4	59.9	8.0			13.2
Std 6				4.4	2.7		29.4	56.9	9.5		12.6
Std 7						3.5	4.1	28.8	54.7	17.0	11.3
Std 8								4.5	32.3	77.5	10.4
Total	100	100	100	100	100	100	100	100	100	100	100

Manipur

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	79.3	72.0	38.8	16.2	5.4	0.8	1.2	1.1			13.6
Std 2	12.7	16.6	37.3	28.5	16.5	8.6	5.0		1.7	4.1	12.4
Std 3	5.7	6.6	15.8	32.1	28.5	21.1	9.6	5.1			14.0
Std 4			4.3	16.0	36.2	26.2	19.8	13.7	8.1		15.2
Std 5				5.7	8.9	36.1	35.6	25.2	9.4	9.3	15.7
Std 6	2.4	4.8	3.8			4.1	24.0	26.5	19.8	13.6	9.7
Std 7				1.5	4.6	3.2	4.9	23.3	34.2	26.4	10.1
Std 8								5.1	26.9	46.7	9.4
Total	100	100	100	100	100	100	100	100	100	100	100

Meghalaya

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	73.6	72.7	47.2	34.9	26.9	19.0	11.2	4.6	5.0	5.4	19.3
Std 2	18.6	17.9	34.4	32.2	24.6	20.8	16.2	10.0	7.1		16.2
Std 3	7.0	7.9	7.7	20.2	25.4	17.3	15.7	15.8	11.4	6.9	13.5
Std 4			8.8	6.1	15.7	21.5	20.4	17.9	15.8	10.5	13.5
Std 5					5.1	14.9	19.0	20.9	15.7	23.9	13.0
Std 6	0.9	1.6	2.0	6.6			12.0	18.0	20.2	14.6	9.7
Std 7					2.4	6.5	5.6	9.2	14.9	18.4	8.4
Std 8								3.7	9.9	20.4	6.4
Total	100	100	100	100	100	100	100	100	100	100	100

Mizoram

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	81.5	57.0	21.2	8.6	2.7	1.9	5.4	1.8			15.0
Std 2	11.0	31.6	52.7	30.4	14.0	8.6			2.8	1.0	16.2
Std 3	5.8	8.1	17.9	43.6	39.4	25.1	8.9	5.9			17.3
Std 4			5.0	9.6	31.5	31.8	30.8	18.2	10.7	9.4	15.4
Std 5				5.9	7.6	21.5	36.4	23.8	19.3	14.0	12.8
Std 6	1.6	3.4	3.2			7.4	11.5	23.9	27.7	20.8	9.3
Std 7				1.9	4.8	3.7	5.0	18.7	24.3	26.2	7.9
Std 8							2.0	7.7	15.2	28.6	6.1
Total	100	100	100	100	100	100	100	100	100	100	100

Nagaland

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	81.8	75.8	40.2	9.7	3.6	1.2	1.5	2.9			13.1
Std 2	14.2	21.0	47.6	37.9	18.7	7.7	6.0		3.1	6.2	15.4
Std 3			9.7	38.0	34.8	19.2	16.5	8.1			14.6
Std 4				11.8	33.4	36.0	23.3	17.7	11.8		15.6
Std 5	4.0	3.2			6.5	27.5	28.7	19.3	14.9	8.4	11.7
Std 6			2.5	2.6		7.2	18.7	26.9	18.3	22.5	10.1
Std 7					2.9	1.2	4.3	20.5	28.4	28.6	9.8
Std 8							1.0	4.6	23.6	34.3	9.7
Total	100	100	100	100	100	100	100	100	100	100	100

Odisha

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	90.7	73.6	15.6	3.1	4.5						15.1
Std 2	6.3	21.5	65.4	16.2		6.1	5.4	3.7		4.0	12.5
Std 3			14.3	64.6	14.9				5.6		13.1
Std 4				12.3	67.5	15.9					11.9
Std 5	3.0	5.0			11.1	66.3	20.5	6.8		4.1	14.6
Std 6			4.7	3.7		8.1	62.3	19.5	4.5	8.3	10.7
Std 7					2.0	3.6	9.2	59.4	20.0	21.6	11.9
Std 8							2.6	10.6	70.0	62.0	10.3
Total	100	100	100	100	100	100	100	100	100	100	100

Punjab

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	81.6	60.8	28.1	9.0	2.3	3.7					13.6
Std 2	13.4	28.5	45.0	29.3	12.2		5.5	3.1	2.8		13.1
Std 3		6.5	20.4	36.5	33.3	11.2				5.8	12.9
Std 4			4.5	18.7	35.8	28.3	12.4	5.5			12.7
Std 5	5.1				13.0	42.2	40.0	14.8	5.9		14.3
Std 6		4.3	2.1	6.5		11.6	32.5	35.8	17.4	8.7	12.0
Std 7					3.4	2.9	8.2	29.0	37.0	26.3	10.1
Std 8							1.3	11.9	37.0	59.2	11.3
Total	100	100	100	100	100	100	100	100	100	100	100

Rajasthan

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	73.4	50.1	21.5	7.1	3.1	6.4	2.8				12.3
Std 2	19.7	35.4	42.4	25.2	9.7			5.5	6.3	4.7	13.4
Std 3	5.7	10.6	23.4	35.9	26.0	12.7	5.5				13.6
Std 4			9.2	19.0	32.4	20.1	10.4	5.9			11.6
Std 5				9.8	20.1	33.0	26.7	13.9	7.8	5.8	13.7
Std 6	1.2	3.9	3.5		6.5	19.1	31.4	26.0	16.3	11.9	12.0
Std 7				3.0	2.1	6.6	16.9	30.4	29.1	25.0	11.2
Std 8						2.1	6.3	18.3	40.5	52.7	12.2
Total	100	100	100	100	100	100	100	100	100	100	100

Sikkim

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	84.1	63.9	43.5	16.1	8.7	3.0	5.7	5.0	1.9	0.7	12.4
Std 2	8.1	26.7	38.0	32.1	19.5	13.1					12.3
Std 3	7.8	4.3	11.7	30.1	29.6	22.0	14.4	11.4	5.4	5.8	13.6
Std 4			3.8	14.3	24.6	27.4	27.0	20.4	13.1	7.4	14.9
Std 5				4.9	11.5	23.0	24.5	23.7	18.0	16.9	13.9
Std 6	0.0	5.1	3.1			9.4	22.0	21.0	27.2	19.8	13.1
Std 7				2.5	6.2	2.1	6.0	15.3	18.0	19.7	10.2
Std 8							0.5	3.4	16.3	29.8	9.6
Total	100	100	100	100	100	100	100	100	100	100	100

Tamil Nadu

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	95.0	67.9	5.9	1.0	1.5						11.2
Std 2		28.5	70.4	7.7		0.8	1.0				11.0
Std 3			20.5	70.3	9.1			2.5	2.8	3.8	12.2
Std 4				18.3	76.3	6.8					12.3
Std 5	5.0				11.3	79.6	9.6				15.3
Std 6		3.6	3.2			10.7	79.0	16.9		4.8	13.1
Std 7				2.7	1.9	2.1	9.5	67.6	16.1	13.3	11.9
Std 8							0.9	13.0	81.1	78.0	12.9
Total	100	100	100	100	100	100	100	100	100	100	100

Tripura

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	77.1	94.5	53.3	3.8	2.3	3.1					10.9
Std 2	3.4	3.9	44.6	58.8	11.3		4.6	2.0	2.7	4.3	13.2
Std 3	16.0			31.1	65.7	10.1					13.7
Std 4					16.4	51.8	18.9	8.7			13.0
Std 5		1.6	2.2			28.7	56.9	15.7	5.0	4.9	13.7
Std 6	3.4			6.4	4.4		17.7	47.1	18.0	7.9	12.2
Std 7						6.3	2.0	23.6	61.4	30.0	14.0
Std 8								2.9	12.9	53.0	9.3
Total	100	100	100	100	100	100	100	100	100	100	100

Uttarakhand

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	86.5	64.2	21.9	6.1	3.8	5.4					14.4
Std 2	11.4	29.4	53.2	22.4	9.5		5.3	2.5	4.3	3.4	13.1
Std 3			19.8	47.1	25.4	11.5					13.1
Std 4				18.2	45.3	26.3	9.4	5.7			13.0
Std 5	2.1	6.4			12.6	42.3	30.3	14.4	6.5	5.5	13.6
Std 6			5.2	6.2		11.0	40.7	27.5	13.2	9.4	11.1
Std 7					3.4	3.5	11.3	37.0	28.9	26.1	10.9
Std 8							3.1	12.8	47.1	55.6	10.9
Total	100	100	100	100	100	100	100	100	100	100	100

Uttar Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	87.3	72.0	32.2	13.1	5.7	3.1	4.5	3.2			17.7
Std 2	9.6	22.0	47.8	30.1	11.7	7.8			4.0	6.4	14.9
Std 3			14.5	36.7	31.8	14.2	6.4	5.3			14.0
Std 4				13.4	35.5	24.5	11.7	7.8	4.3		12.0
Std 5	3.1	6.0			11.7	35.4	32.9	16.4	8.6	8.3	13.4
Std 6			5.5	6.8		10.6	32.5	29.9	16.4	12.9	10.6
Std 7					3.6	4.5	8.9	26.6	29.6	21.7	8.6
Std 8							3.1	10.8	37.2	50.7	8.8
Total	100	100	100	100	100	100	100	100	100	100	100

West Bengal

	5	6	7	8	9	10	11	12	13	14	Total
Std 1	85.0	73.8	28.2	10.4	4.0	1.5	1.5				14.4
Std 2	12.0	20.4	48.3	29.6	10.7	4.7		4.6	5.0	4.5	12.6
Std 3		5.1	18.1	40.0	34.7	13.0	5.0				13.2
Std 4				17.5	39.6	34.9	12.1	6.8			13.9
Std 5	3.0				9.0	34.3	37.6	16.9	7.4	6.8	13.1
Std 6		0.7	5.4	2.6		8.7	34.9	32.9	19.0	13.0	11.9
Std 7					2.1	2.9	7.6	30.0	37.1	25.3	11.0
Std 8							1.2	8.8	31.5	50.4	10.0
Total	100	100	100	100	100	100	100	100	100	100	100

SAMPLE DESCRIPTION

STATES	Actual Districts	Surveyed districts 2006	2007	2008	2009	2010 Surveyed Districts	Surveyed Villages	Surveyed House-holds	3-16 years	3-5 years Total	Boys	Girls	6-14 years Total	Boys	Girls	15-16 years Total	Boys	Girls
AndhraPradesh	22	22	22	22	22	22	639	13206	20522	3416	1792	1624	14481	7239	7242	2625	1348	1277
ArunachalPradesh	13	8	13	10	13	13	322	6876	13545	3024	1526	1498	9039	4912	4127	1482	818	664
Assam	23	16	23	23	22	23	672	13702	25824	5310	2771	2539	17548	9173	8373	2966	1641	1324
Bihar	37	37	37	35	37	37	1064	22082	58076	11569	6286	5283	41138	23273	17865	5369	3376	1993
Chhatisgarh	16	16	15	15	15	15	448	8956	17216	3307	1700	1602	11831	6113	5711	2078	1063	1013
Dadra & Nagar Haveli	1	1	1	1	1	1	27	593	1336	279	145	134	839	418	421	218	112	106
Daman & Diu	2	2	2	2	2	2	14	1162	2173	401	236	165	1477	771	706	295	168	127
Goa	2	2	2	2	2	2	58	1134	1595	328	173	155	994	564	430	273	166	107
Gujarat	26	25*	25*	25	26	26	760	15330	29321	4860	2644	2214	21605	11915	9687	2856	1604	1250
Haryana	20	20	20	20	20	20	573	11883	24731	4429	2507	1922	17257	9918	7339	3045	1837	1208
Himachal Pradesh	12	12	12	12	12	12	341	6794	11115	2087	1134	953	7733	3950	3783	1295	621	674
Jammu & Kashmir	14	13	14	14	14	Jammu & Kashmir data not available in the Provisional Report												
Jharkhand	22	22	22	22	21	22	654	13081	30501	6339	3449	2890	21096	11748	9348	3066	1875	1191
Karnataka	27	27	27	27	27	27	793	16180	26609	4642	2409	2233	18666	9389	9277	3301	1596	1705
Kerala	14	14	14	14	14	14	342	7881	12812	1885	958	927	9342	4705	4637	1585	802	783
Madhya Pradesh	45	45	45	45	45	Madhya Pradesh data not available in the Provisional Report												
Maharashtra	33	33	33	33	33	33	975	19815	34692	6052	3238	2780	24388	12857	11380	4252	2291	1929
Manipur	9	8	9	9	9	8	197	4651	9204	1760	923	837	6469	3472	2997	975	518	457
Meghalaya	7	5	6	7	7	7	192	3850	8268	1879	980	899	5361	2696	2665	1028	505	523
Mizoram	8	7		8	8	8	181	4615	9598	2090	1178	912	6539	3661	2878	969	576	393
Nagaland	11	10	11	11	11	11	257	6507	14220	2487	1296	1191	10137	5421	4716	1596	865	731
Odisha	30	30	30	30	30	30	869	17688	30682	6062	3331	2731	20696	11068	9627	3924	2130	1793
Puducherry	2	2	2	2	2	2	41	1200	1918	249	129	112	1318	708	605	351	198	150
Punjab	19	18*	19	19	19	19	543	11335	18674	3344	1917	1427	12902	7396	5506	2428	1440	988
Rajasthan	32	31	32	32	32	32	950	19176	44296	7767	4316	3446	30673	17271	13388	5856	3529	2324
Sikkim	4		1	4	4	4	86	2322	3355	497	256	241	2248	1139	1109	610	298	312
TamilNadu	29	29	29	29	29	29	830	17281	26019	4210	2241	1969	18226	9189	9036	3583	1810	1773
Tripura	4	2	3	4	4	4	113	2348	3490	709	361	348	2403	1307	1096	378	211	167
Uttarakhand	13	13	13	13	13	13	366	7690	14196	2788	1582	1200	9525	5073	4445	1883	1020	861
Uttar Pradesh	69	69	69	69	69	69	2033	41328	99971	18547	10168	8379	69827	38611	31215	11597	6507	5090
West Bengal	17	16	17	17	17	17	490	9970	15700	3100	1562	1538	10433	5373	5060	2167	1159	1008
All India	**583**	**555**	**568**	**576**	**580**	**522****	**14830**	**308636**	**609659**	**113417**	**61208**	**52149**	**424191**	**229330**	**194669**	**72051**	**40084**	**31921**

Note: Girls and boys may not add to total children since gender has not been recorded for 298 children
* These states are complete. Some districts were split in subsequent years
** Data for 1 districts is incomplete

Village Infrastructure and Household Indicators

STATES	% of villages with the following facilities															% of households with the following facilities													
	Pukka Road	Electricity	Post Office	STD Booth	Bank	P.D.S	Primary Health Centre	Private Health Clinic	Internet cafe	Solar Energy	Govt Prim School	Govt Middle School	Govt Sec. School	Private School	Aanganwadi/Pre School	Kutcha	Semi Pukka	Pukka	Electricity	Electricity today	Toilet	T.V.	Cable TV	DVD/VCR/CD	Mobile	Newspaper	Other reading material	Computer Usage
Andhra Pradesh	82.7	99.7	72.9	84.9	30.4	93.1	50.3	64.5	16.5	6.6	90.6	46.9	48.7	40.6	96.4	15.8	28.4	55.9	96.8	84.6	53.9	73.6	67.5	21.4	74.1	9.3	7.3	12.3
Arunachal Pradesh	54.8	77.5	20.5	24.7	11.5	51.6	33.6	9.0	7.0	22.7	70.8	43.8	19.9	25.5	80.7	64.4	26.1	9.6	79.3	64.6	68.9	55.7	37.8	32.1	50.0	6.6	26.7	9.3
Assam	41.7	72.3	28.8	20.4	7.0	68.6	32.2	17.7	7.2	15.5	88.2	30.2	14.8	32.8	87.9	65.4	21.1	13.5	48.9	45.4	47.0	34.3	19.5	19.1	59.5	7.6	10.8	7.4
Bihar	58.6	72.1	41.1	40.7	17.3	68.3	30.6	61.0	10.2	57.8	75.5	73.3	17.7	37.6	92.2	42.3	35.0	22.7	38.1	23.4	22.1	18.2	8.6	11.3	48.0	5.9	12.0	3.8
Chhatisgarh	78.1	93.2	35.0	22.0	15.0	69.0	34.6	44.5	11.7	8.8	98.4	74.3	27.9	28.2	98.4	73.5	16.0	10.6	82.4	81.1	24.7	44.0	19.4	17.2	41.1	5.8	9.3	4.4
Dadra & Nagar Haveli	96.3	100.0	50.0	33.3	11.5	73.1	69.2	22.2	16.0	22.2	83.3	84.6	26.3	27.3	88.5	51.5	25.7	22.8	95.1	91.7	28.7	52.9	34.4	24.1	56.8	10.3	10.8	8.2
Daman & Diu	100.0	100.0	46.2	92.9	50.0	85.7	71.4	50.0	50.0	7.1	75.0	66.7	42.9	46.2	100.0	7.9	42.8	49.2	98.7	96.4	72.5	89.1	77.8	45.9	88.9	28.3	30.8	33.1
Goa	92.9	94.7	87.7	84.2	64.9	82.1	55.4	54.4	32.7	22.2	92.2	52.0	43.8	59.6	88.7	5.1	31.9	63.0	97.7	96.5	82.5	87.7	59.5	45.1	81.9	43.4	27.4	48.5
Gujarat	87.3	99.2	64.0	57.6	30.3	81.2	50.0	48.6	18.4	19.0	57.3	93.4	33.1	25.7	97.3	33.1	32.3	34.6	93.7	90.0	44.8	53.0	36.0	23.5	65.1	11.1	17.6	16.4
Haryana	92.4	99.1	59.4	70.4	42.8	82.8	56.4	75.8	15.4	14.3	87.9	72.6	64.3	68.2	97.5	12.1	29.4	58.4	90.4	63.5	75.3	74.9	56.6	28.7	82.4	19.3	24.3	20.7
Himachal Pradesh	52.1	100.0	45.3	42.1	21.8	53.6	41.8	31.9	16.0	17.3	82.3	47.8	34.0	29.7	89.4	24.8	24.8	50.4	99.1	96.0	77.3	87.5	46.9	35.7	90.4	17.3	24.6	20.7
Jharkhand	59.3	74.7	25.0	23.3	13.6	61.9	27.6	31.0	6.8	12.3	65.9	64.8	12.1	27.4	91.3	68.7	18.0	13.3	56.2	42.7	15.0	25.3	13.4	17.1	35.9	8.1	10.2	4.2
Karnataka	86.5	99.2	57.7	75.0	36.4	76.7	38.8	39.0	16.5	40.7	63.3	82.9	35.2	36.5	98.1	15.3	50.0	34.8	94.3	75.7	35.0	64.5	56.6	18.3	73.5	7.4	3.7	12.9
Kerala	88.1	99.4	99.1	97.8	96.9	99.7	94.0	80.6	91.5	39.9	95.9	88.1	84.4	94.0	99.4	10.2	32.6	57.2	96.9	95.1	96.0	87.4	74.0	49.7	84.8	48.5	24.7	59.3
Maharashtra	86.0	99.5	53.5	67.9	30.4	87.4	53.0	52.5	20.6	21.8	76.0	62.8	25.3	44.5	98.8	23.3	37.7	39.0	88.4	76.7	48.8	60.6	38.1	23.0	67.5	15.8	22.2	15.7
Manipur	57.4	84.2	27.7	36.5	8.8	50.8	39.2	11.4	17.7	40.0	78.8	29.6	29.0	61.2	77.9	33.0	57.2	9.8	90.4	48.0	86.0	68.7	38.1	55.9	77.0	31.0	31.2	20.3
Meghalaya	39.2	91.6	22.1	22.1	9.0	65.3	28.4	15.4	7.9	6.9	87.2	27.9	12.0	61.2	76.2	50.5	36.1	13.4	77.0	67.5	63.1	47.4	30.8	27.2	55.6	15.8	45.4	9.8
Mizoram	82.1	93.9	40.2	29.8	10.7	95.6	79.6	4.4	1.7	32.8	96.1	75.6	24.6	48.9	94.4	21.9	71.3	6.7	91.4	78.8	63.6	53.6	45.9	29.9	67.7	16.8	62.2	16.1
Nagaland	57.8	98.0	25.5	15.8	11.9	28.6	54.8	15.4	12.3	13.0	97.2	51.0	16.5	47.6	65.2	42.4	46.7	11.0	97.1	82.4	76.2	49.5	34.4	33.7	63.9	17.4	53.5	18.4
Odisha	73.2	87.7	33.3	24.2	11.2	42.6	25.8	17.5	6.6	8.4	85.2	51.8	22.8	19.8	90.4	55.5	23.0	21.5	57.1	53.7	22.8	35.0	22.7	12.8	43.9	7.9	19.0	7.1
Puducherry	100.0	100.0	82.1	94.9	66.7	94.9	81.6	43.6	48.7	18.0	91.9	63.9	60.5	83.3	97.2	27.4	29.0	43.6	97.5	94.3	40.0	93.5	90.3	33.1	82.7	34.6	17.9	46.2
Punjab	95.8	99.6	56.9	77.7	33.5	74.6	54.9	79.2	17.9	7.0	97.4	55.2	42.8	59.0	97.3	9.0	38.0	53.0	96.0	93.3	81.2	87.0	56.1	36.1	82.8	18.4	20.3	23.1
Rajasthan	89.6	96.6	49.2	51.7	26.1	66.2	61.1	46.7	14.6	13.7	74.6	73.1	47.8	62.8	95.0	25.6	25.6	48.8	74.2	61.4	35.7	46.1	25.3	26.9	77.3	14.3	19.2	9.4
Sikkim	64.2	98.8	52.4	34.2	18.3	73.8	63.0	11.0	14.6	11.1	69.3	60.0	45.5	61.3	84.6	17.4	54.1	28.5	98.0	91.1	94.6	75.5	58.7	52.8	83.3	16.2	23.0	30.1
Tamil Nadu	89.2	99.0	70.2	73.7	39.5	91.4	46.4	27.0	18.0	11.5	70.9	48.7	27.3	32.5	93.6	11.6	27.0	61.4	96.8	92.1	33.3	92.9	84.9	27.4	77.7	8.8	6.7	14.3
Tripura	78.0	95.4	51.4	45.0	21.9	71.0	30.4	33.3	20.0	31.8	90.2	75.0	60.4	50.0	91.3	80.4	17.3	2.3	82.9	80.4	87.5	62.5	34.5	22.7	60.1	10.9	16.3	5.7
Uttar Pradesh	84.4	92.5	32.5	34.1	12.7	72.5	26.9	42.4	6.4	8.0	92.0	37.6	8.7	54.2	87.3	30.8	50.8	18.5	41.5	30.7	25.9	30.4	11.1	19.2	69.7	5.8	18.2	5.6
Uttarakhand	60.5	99.5	37.1	33.1	18.2	66.9	26.0	35.0	11.4	16.0	95.0	35.2	15.5	42.5	87.0	12.0	24.7	63.3	90.7	82.5	67.9	71.2	35.5	35.2	76.7	14.2	19.7	15.4
West Bengal	50.9	86.2	38.5	49.4	21.9	54.8	44.3	27.8	13.1	7.6	94.0	16.6	31.0	31.9	92.1	53.5	25.4	21.1	60.4	57.8	56.1	39.1	26.5	16.7	54.9	9.0	16.7	9.4
All India	**75.8**	**91.8**	**46.1**	**48.6**	**24.0**	**71.6**	**42.0**	**42.2**	**14.4**	**18.6**	**82.7**	**57.0**	**28.5**	**43.4**	**92.1**	**32.5**	**33.5**	**34.0**	**71.5**	**63.8**	**42.0**	**51.0**	**37.5**	**21.6**	**65.4**	**11.0**	**15.2**	**12.2**

SAMPLE DESIGN OF RURAL ASER 2010

Dr. Wilima Wadhwa

The purpose of rural ASER 2010 is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading, writing and math ability) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions are added for exploring different dimensions of schooling and learning in the elementary stage. The latter set of questions is different each year.

ASER 2006 and 2007 tested reading comprehension for different kinds of readers. ASER 2007 introduced testing in English and asked questions on paid tuition, which were repeated in 2009. ASER 2008 for the first time had questions on telling time and oral math problems using currency. In addition, ASER 2008 incorporated questions on village infrastructure and household assets. Investigators were asked to record whether the village visited had a pukka road leading to it, whether it had a bank, ration shop, etc. In the sampled households information on assets like type of house, phone, television, etc was recorded. These questions were repeated in 2009 and in addition father's education was also recorded.

ASER 2010 brings together elements from various previous ASERs. The core questions on school status and basic reading and arithmetic remain. From 2009, we retain questions on paid tuition, parent's education, household and village characteristics. In addition, this year ASER tests mothers on their numeracy skills. For the first time, ASER 2010 introduces questions on critical thinking for children in class 5 and above. These questions are based on simple mathematical operations that appear in standard class 5 textbooks.

Every alternate year, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded either based on observations (such as attendance or usability of the facilities) or with information provided by the school (such as grants information). School observations have been reported in 2005, 2007 and 2009 and will also be reported in ASER 2010.

Finally, ASER 2010 continues the process of strengthening and streamlining started in 2008. In each district 2 – 4 villages were re-visited after the survey in order to check how the survey was conducted.

Since one of the goals of ASER is to generate estimates of change in learning, a panel survey design would provide more efficient estimates of the change. However, given the large sample size of the ASER surveys and cost considerations, we adopted a rotating panel of villages rather than children. In ASER 2009, we retained the 10 villages from 2007 and 2008 and added 10 new villages. In ASER 2010 we dropped the 10 villages from ASER 2007, kept the 10 villages from 2008 and 2009 and added 10 more villages from the census village directory.

The sampling strategy used generates a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated to the state and all-India levels.

Since estimates were to be generated at the district level, the minimum sample size calculations had to start at the district level. The sample size is determined by the following considerations:

- Incidence of what is being measured in the population. Since a survey of learning has never been done in India, the incidence of what we are trying to measure is unknown in the population.[1]
- Confidence level of estimates. The standard used is 95%.
- Precision required on either side of the true value. The standard degree of accuracy most surveys employ is between 5 and 10 per cent. An absolute precision of 5 % along with a 95% confidence level implies that the estimates generated by the survey will be within 5 percentage points of the true values with a 95% probability. The precision can also be specified in relative terms – a relative precision of 5% means that the estimates will be within 5% of the true value. Relative precision requires higher sample sizes.

[1] For the rural sector we can use the estimates from ASER 2009 to get an idea of the incidence in the population.

Sample size calculations can be done in various ways, depending on what assumptions are made about the underlying population. With a 50 % incidence, 95% confidence level and 5% absolute precision, the minimum sample size required in each strata[2] is 384.[3] This derivation assumes that the population proportion is normally distributed. On the other hand, a sample size of 384 would imply a relative precision of 10%. If we were to require a 5% relative precision, the sample size would increase to 1600.[4] Note that all the sample size calculations require estimating the incidence in the population. In our case, we can get an estimate of the incidence from previous ASER surveys. However, incidence varies across different indicators — so incidence of reading ability is different from incidence of dropouts. In addition, we often want to measure things that are not binary for which we need more observations.

Given these considerations, the sample size was decided to be 600 households in each district.[5] Note that at the state level and at the all-India level the survey has many more observations lending estimates at those levels much higher levels of precision.

ASER has a two-stage sample design. In the first stage, 30 villages are randomly selected using the village directory of the 2001 census as the sample frame.[6] In the second stage 20 households were randomly selected in each of the 30 selected villages in the first stage.

Villages are selected using the probability proportional to size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the sampling units vary considerably in size because it assures that those in larger sites have the same probability of getting into the sample as those in smaller sites, and vice verse.[7], [8]

In the selected villages, 20 households are surveyed. Ideally, a complete houselist of the selected village should have been made and 20 households selected randomly from it. However, given time and resource constraints a procedure for selecting households was adopted that preserved randomness as much as possible. The field investigators were asked to divide the village into four parts. This was done because villages often consist of hamlets and a procedure that randomly selects households from some central location may miss out households on the periphery of the village. In each of the four parts, investigators were asked to start at a central location and pick every 5th household in a circular fashion till 5 households were selected. In each selected household, all children in the age group of 5-16 were tested.[9]

The survey provides estimates at the district, state and national levels. In order to aggregate estimates up from the district level households had to assigned weights — also called inflation factors. The inflation factor corresponding to particular household denotes the number of households that the sampled household represents in the population. Given that 600 households are sampled in each district regardless of the size of the district, a household in a larger district will represent many more households and, therefore, have a larger weight associated with it than one in a sparsely populated district.

[2] Stratification is discussed below.

[3] The sample size with absolute precision is given by $\frac{z^2pq}{d^2}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), $q= (1-p)$ and d is the degree of precision required (0.05).

[4] The sample size with relative precision is given by $\frac{z^2q}{r^2p}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), $q= (1-p)$ and r is the degree of relative precision required (0.1).

[5] Sample size calculations assume simple random sampling. However, simple random sampling is unlikely to be the method of choice in an actual field survey. Therefore, often a "design effect" is added to the sample size. A design effect of 2 would double the sample size. At the district level a 7% precision along with a 95% confidence level would imply a sample size of 196, giving us a design effect of approximately three. However, note that a sample size of 600 households gives us approximately 1000–1200 children per district.

[6] Of these 30 villages, 10 are from ASER 2008, 10 from ASER 2009 and 10 are newly selected in 2010. They were selected randomly from the same sample frame. The 10 new villages are picked as an independent sample.

[7] Probability proportional to size (PPS) is a sampling technique in which the probability of selecting a sampling unit (village, in our case) is proportional to the size of its population. The method works as follows: First, the cumulative population by village calculated. Second, the total household population of the district is divided by the number of sampling units (villages) to get the sampling interval (SI). Third, a random number between 1 and the SI is chosen. This is referred to as the random start (RS). The RS denotes the site of the first village to be selected from the cumulated population. Fourth, the following series of numbers is formed: RS; RS+SI; RS+2SI; RS+3SI; .... The villages selected are those for which the cumulative population, contains the numbers in the series.

[8] Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two stage design and use PPS to select villages in the first stage.

[9] In larger villages, the investigators increased the interval according to a rough estimate of the number of households in each part. For instance, if a village had 2000 households, each part in the village would have roughly 500 households. Selecting every 5th household would leave out a large chunk of the village un-surveyed. In such situations, investigators were asked to increase the interval between selected households.

The advantage of using PPS sampling is that the sample is self weighting at the district level. In other words, in each district the weight assigned to each of the sampled household turns out to be the same. This is because, the inflation factor associated with a household is simply the inverse of the probability of it being selected into the sample times the number of households in the sample. Since PPS sampling ensures that all households have an equal chance of being selected at the district level, the weights associated with households in the same district are the same. Therefore, weighted estimates are exactly the same as the un-weighted estimates at the district level. However, to get estimates at the state and national levels, weighted estimates are needed since states have a different number of districts and districts vary by population.

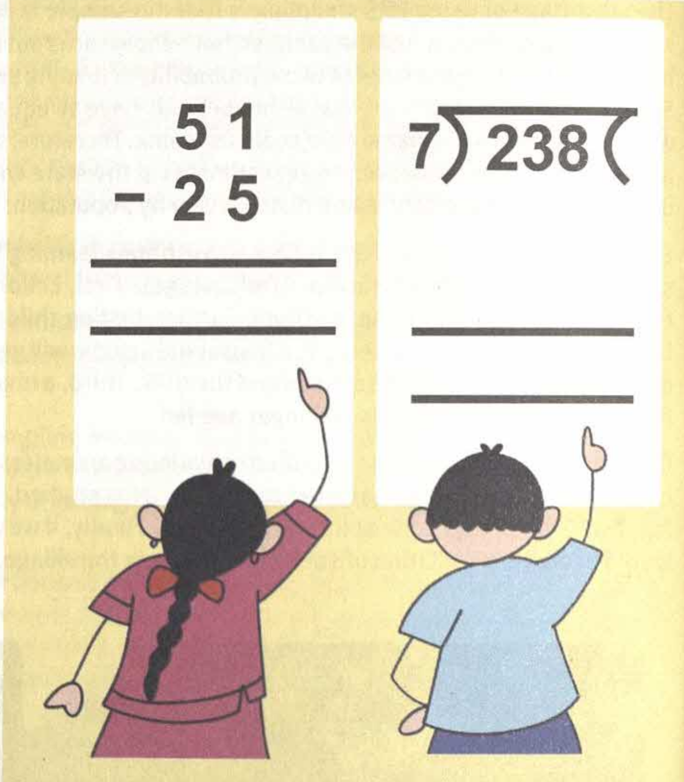
Even though the purpose of the survey is to estimate learning levels among children, the household was chosen as the second stage sampling unit. This has a number of advantages. First, children are tested at home rather than in school, allowing all children to be tested rather than just those in school. Further, testing children in school might create a since teachers may encourage testing the brighter children in class. Second, a household sample will generate an age distribution of children which can be cross-checked with other data sources, like the census and the NSS. Third, a household sample makes calculation of the inflation factors easier since the population of children is no longer needed.

Often household surveys are stratified on various parameters of interest. The reason for stratification is to get enough observations on entities that have the characteristic that is being studied. The ASER survey stratifies the sample by population in the first stage. No stratification was done at the second stage. Finally, if we were to stratify on households with children in the 3-16 age group, we would need the population of such households in the village, which is not possible without a complete houselist of the village.

क्या आपके बच्चे पढ़ सकते हैं ?
क्या आपके बच्चे गणित कर सकते हैं ?

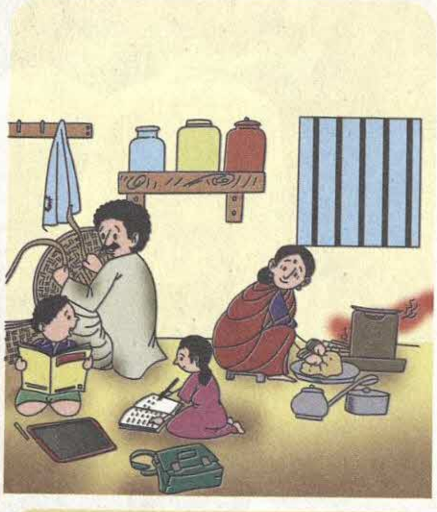
असर
ASER

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज मस्ती करते थे।



बच्चों की पढ़ाई को बेहतर बनाने के लिए आप क्या कर सकते हैं?

बच्चों को प्रतिदिन विद्यालय भेजें।



बच्चों की पढ़ाई के लिए घर में प्रतिदिन समय दें।

समय-समय पर शिक्षक से पूछें कि आप बच्चों की पढ़ाई को और मज़बूत कैसे कर सकते हैं?

अधिक जानकारी के लिए सम्पर्क करें
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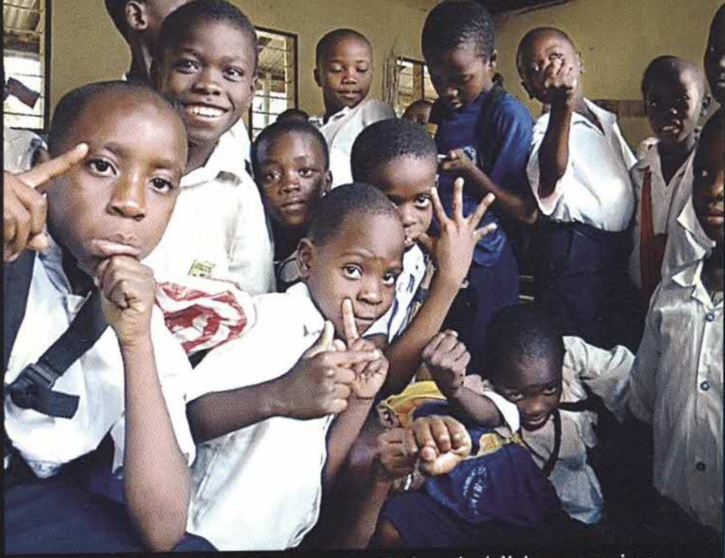
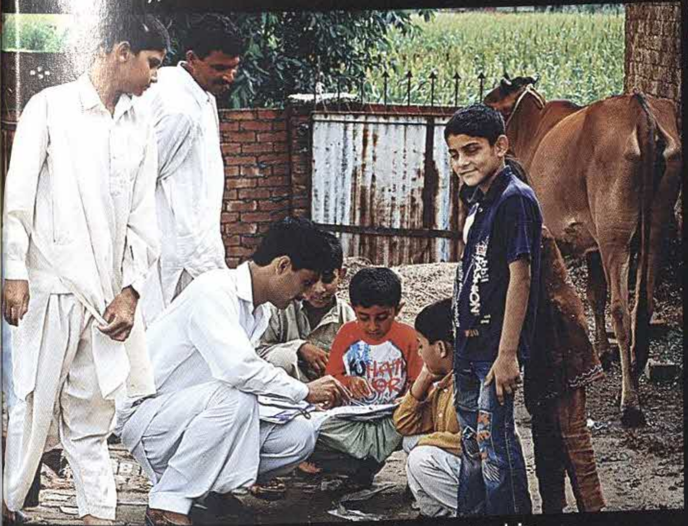
ASER Kenya: Children getting tested in VOI district.



ASER Uganda: School children posing.

ASER Ghana: Volunteer testing children separately, to make them comfortable.

ASER Tanzania: Deepak Dogra (ASER team member) posing with the children in Tanzania.



ASER Pakistan: Children getting tested in Punjab province, Pakistan.

ASER India: Mohit Mishra (ASER team member) with children in Spiti Valley, Himachal Pradesh, India.

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